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ABSTRACT

A series of exercises were developed and used by the National Assessment of Educational Progress (NAEP) second citizenship/social studies assessment (1975-76). This volume provides a copy of each exercise, as well as the complete documentation about administration and scoring procedures for each exercise that is being released. The bulk of the document contains exercises developed to measure citizenship objectives, and the remaining pages contain exercises developed to measure social studies objectives. In this assessment, 9-year-olds, 13-year-olds, and 17-year-olds were asked questions related to seven broad objectives in citizenship (show concern for the well being and dignity of others; support just law and the rights of all individuals; know the main structure and functions of their governments, participate in democratic civic improvement; understand important world, national, and local civic problems; approach civic decisions rationally; and help and respect their own families) and five broad objectives in social studies (have curiosity about human affairs, use analytic-scientific procedures effectively, be sensitive to creative-intuitive methods of explaining the human condition, have knowledge relevant to the major ideas and concerns of social scientists, and have a reasoned commitment to the values that sustain a free society). (BW)

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CITIZENSHIP AND SOCIAL STUDIES

RELEASED EXERCISES FROM THE 1975-76 ASSESSMENT

This packet of materials has been prepared for school personnel who are interested in reviewing National Assessment's released exercises. We hope you find the loose-leaf format helpful during your review process -- feel free to reproduce additional sets. We would appreciate your comments on the content and arrangement of the packet so that we can continue to improve future packets of materials in other assessment areas. These materials are for your use and we certainly want to make them as usable as possible.

Since NAEP is not an everyday household word to everyone, we suggest that you carefully review all background and supplemental materials that are included with this mailing to become familiar with National Assessment's purpose and overall assessment model. It is possible that our assessment materials may not be totally suited to your particular assessment or program needs.

NOTE: Secondary users who plan to collect assessment data using NAEP's materials should be aware of certain data collection procedures which were followed. This is especially important if data comparisons are going to be made. While these procedures are discussed in more detail in the General Information Yearbook and the packet introduction section, they are presented here in outline form as a handy reminder.

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NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

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NAEP ASSESSMENT PROCEDURES

I. Mode of Administration
    A. Group Administered Exercises
    B. Individually Administered Exercises

II. Paced Tapes for Group Administrations

III. Age Groups Assessed
    A. 9-Year-Olds
    B. 13-Year-Olds
    C. 17-Year-Olds (both in and out-of-school)
    D. Adults (26-35) NOTE: Adults were *not* assessed during 1975-76.

IV. Assessment Periods
    A. 13-Year-Olds.....October-December
    B. 9-Year-Olds.....January-February
    C. 17-Year-Olds.....March-May

    D. 17-Year-Olds (early graduates and dropouts) and adults -- varying survey periods, request information from NAEP

V. Printing -- One Exercise Per Page

VI. Scoring
    A. Multiple-Choice Exercises
    B. Open-Ended Exercises

Also keep in mind that NAEP assessed these citizenship/social studies exercises during 1975-76. To what extent this lapse in time would have on your assessment findings compared to NAEP findings is not known. However, some relative comparisons of student achievement outcomes should be able to be made.

In interpreting student achievement levels many school personnel have found it interesting and valuable to think in terms of...

"How well might we *expect* our students to do?"

"How well do we *anticipate* our students will actually do?"

"How well did our students *actually* do?"

The released exercise packet is arranged in Exercise Number order. The citizenship exercises and related documentation appear on pages 1-443. The social studies exercises appear on pages 444-630. Please note that the packet does have a sequential page numbering system so that it could readily be put back into its present order. You may find it helpful to staple each exercise page(s), documentation page(s) and scoring guide page(s) together before you begin your review.

The following tables were prepared to give an overview of the released exercises in terms of "assessment coverage". The tables should be helpful in answering such questions as: "How many exercises were administered to 9-year-olds?" or "How long would it take to administer the 13-year-old multiple-choice exercises?" or "How many exercises are there for 17-year-olds that fall under Citizenship Objective III -- Know the main structure and functions of their governments?" Table 4 gives a complete listing of every exercise and may be helpful as you proceed through your review and selection process.

We hope you keep us informed of your assessment activities. We encourage you to share with us your successes as well as any problems you experience with these materials so that we might better advise others.

Jack G. Schmidt, Director Department of Field Services	Vern A. Achtermann, Sr. Consultant Department of Field Services

TABLE 1: NUMBER OF CITIZENSHIP/SOCIAL STUDIES EXERCISES BY AGE LEVEL

There are a total of 111 citizenship exercises and 65 social studies exercises that were released after the 1975-76 assessment. National Assessment often talks about the released exercises in terms of "unique" and "overlap" exercises. A unique exercise is one that was administered to only one age level; for example, only 9-year-olds. An overlap exercise is one that was administered to more than one age level; for example, to both 9- and 13-year-olds. An overlap exercise enables one to make data comparisons between two or more age levels for the same exercise task.

The table below shows the various combinations of unique and overlap exercises across the three age levels (adults were not assessed). The Line No. column on the left is for explanatory purposes only. For example, 25 citizenship exercises (Line No. 1) were administered to 9-year-olds only. Two (2) exercises (Line No. 2) were administered to 13-year-olds only. Line No's. 1-3 represent the unique exercises.

Now look at Line No. 4. Nine (9) citizenship exercises were administered to 9- and 13-year-olds -- thus, these are overlap exercises. Line No. 6 shows that there were 13 citizenship exercises that were administered to all three age levels.

Line No. 7 shows the total number of exercises that were administered to each age. The sum of these three figures will not be equal to the total released exercises because of the overlap situation described above.

CITIZENSHIP

LINE NO.	AGE LEVEL 9	13	17
1.	25		
2.		2	
3.			24
4.	9	9	
5.		38	38
6.	13	13	13
7.	47	62	75

SOCIAL STUDIES

AGE LEVEL 9	13	17	
17			UNIQUE EXERCISES
	4		
		9	
1	1		OVERLAP EXERCISES
	31	31	
3	3	3	
21	39	43	

TABLE 2: NUMBER OF CITIZENSHIP/SOCIAL STUDIES EXERCISES SHOWING TYPE OF ADMINISTRATION AND TYPE OF SCORING

National Assessment's exercises are administered either in group sessions (usually about 16 students per session) or in individual sessions (one-to-one interview situation). There are also two general types of scoring -- multiple-choice and open-ended.

The two-way table below shows the number of exercises for each age level broken out by type of administration and type of scoring.

A. Citizenship

Age Level	Type of Administration	Type of Scoring Multiple-Choice	Open-End	Total
9-year-olds	Group	28	0	28
	Individual	1	18	19
	TOTAL	29	18	47
13-year-olds	Group	48	14	62
17-year-olds	Group	56	19	75

B. Social Studies

Age Level	Type of Administration	Multiple-Choice	Open-End	Total
9-year-olds	Group	16	0	16
	Individual	0	5	5
	TOTAL	16	5	21
13-year-olds	Group	35	4	39
17-year-olds	Group	36	7	43

NOTE: No individually administered exercises at ages 13 or 17.

TABLE 3: NUMBER OF CITIZENSHIP & SOCIAL STUDIES EXERCISES BY AGE LEVEL SHOWING ADMINISTRATION TIMES AND TYPE OF SCORING FOR THE MAJOR OBJECTIVE AREAS

Citizenship

The released citizenship exercises are classified according to six major objectives. Table 3A shows the exercise coverage for each objective. The table also provides information on the type of scoring as well as total administration time (expressed in minutes and seconds).

For example, if one were only interested in assessing the 13-year-old citizenship exercises for Objective II, there would be 15 exercises to review. The total administration time for these 15 exercises would be 22 minutes and 9 seconds.

For individually administered exercises, an asterisk (*) appears in the table under the time column. These exercises were administered in a one-to-one interview mode and no paced (timed) audio tape was used.

The citizenship objectives are shown below. Please note that there are no released exercises in this packet for Objective VII. A more detailed discussion of the citizenship objectives can be found in the booklet, Citizenship Objectives for 1974-75 Assessment, NAEP, 1972. (While labeled 1974-75, these objectives were used for the 1975-76 assessment.)

CITIZENSHIP OBJECTIVES

I. Show concern for the well-being and dignity of others.

II. Support just law and the rights of all individuals.

III. Know the main structure and functions of their governments.

IV. Participate in democratic civic improvement.

V. Understand important world, national and local civic problems.

VI. Approach civic decisions rationally.

VII. Help and respect their own families.

Social Studies

The released social studies exercises are classified according to five major objectives. Table 3B shows the exercise coverage for each objective. The social studies objectives are shown below. A more detailed discussion of the objectives can be found in the booklet, Social Studies Objectives, NAEP, 1970.

SOCIAL STUDIES OBJECTIVES

I. Have curiosity about human affairs.

II. Use analytic-scientific procedures effectively.

III. Are sensitive to creative-intuitive methods of explaining the human condition.

IV. Have knowledge relevant to the major ideas and concerns of social scientists.

V. Have a reasoned commitment to the values that sustain a free society.

TABLE 3A: NUMBER OF CITIZENSHIP EXERCISES BY AGE LEVEL SHOWING ADMINISTRATION TIMES AND TYPE OF SCORING FOR THE MAJOR OBJECTIVE AREAS

4/77

Age/Admin./Scoring	Objective I		Objective II		Objective III		Objective IV		Objective V		Objective VI		TOTAL	
	No.	Time	No.	Time	No.	Time	No.	Time	No.	Time	No.	Time	No.	Time
A. 9-Year-Olds														
Group/Multiple-Choice	9	7:10	5	5:24	4	4:47	6	7:05	3	4:00	1	:54	28	29:20
Group/Open-End	0	--	0	--	0	--	0	--	0	--	0	--	0	---
TOTAL	9	7:10	5	5:24	4	4:47	6	7:05	3	4:00	1	:54	28	29:20
Individual/Multiple-Choice	0	--	0	--	1	*	0	--	0	--	0	--	1	*
Individual/Open-End	4	*	3	*	8	*	0	--	1	*	2	*	18	*
TOTAL	4	*	3	*	9	*	0	--	1	*	2	*	19	*
Total 9-Year-Old Exercises	13		8		13		6		4		3		47	
B. 13-Year-Olds														
Group/Multiple-Choice	7	6:10	13	16:54	17	13:09	5	4:11	4	3:18	2	1:54	48	45:36
Group/Open-End	2	2:40	2	5:15	6	6:22	2	2:27	0	--	2	4:35	14	21:19
TOTAL	9	8:50	15	22:09	23	19:31	7	6:38	4	3:18	4	6:29	62	66:55
C. 17-Year-Olds														
Group/Multiple-Choice	8	5:45	15	17:03	25	16:15	4	3:19	2	1:36	2	1:33	56	45:31
Group/Open-End	2	3:41	2	4:15	7	8:33	3	2:43	1	1:13	4	8:18	19	28:43
TOTAL	10	9:26	17	21:18	32	24:48	7	6:02	3	2:49	6	9:51	75	74:14

TABLE 3B: NUMBER OF SOCIAL STUDIES EXERCISES BY AGE LEVEL SHOWING ADMINISTRATION TIMES AND TYPE OF SCORING FOR THE MAJOR OBJECTIVE AREAS

4/77

Age/Admin./Scoring	Objective I No.	Objective I Time	Objective II No.	Objective II Time	Objective III No.	Objective III Time	Objective IV No.	Objective IV Time	Objective V No.	Objective V Time	TOTAL No.	TOTAL Time
A. 9-Year-Olds												
Group/Multiple-Choice	0	--	4	5:50	0	--	11	14:50	1	2:42	16	23:22
Group/Open-End	0	--	0	--	0	--	0	--	0	--	0	---
TOTAL	0	--	4	5:50	0	--	11	14:50	1	2:42	16	23:22
Individual/Multiple-Choice	0	--	0	--	0	--	0	--	0	--	0	---
Individual/Open-End	2	*	1	*	1	*	0	--	1	*	5	*
TOTAL	2	*	1	*	1	*	0	--	1	*	5	*
Total 9-Year-Old Exercises	2		5		1		11		2		21	
B. 13-Year-Olds												
Group/Multiple-Choice	0	--	8	9:58	1	2:00	21	23:27	5	2:07	35	37:32
Group/Open-End	1	1:14	1	1:27	1	2:29	0	--	1	1:55	4	7:05
TOTAL	1	1:14	9	11:25	2	4:29	21	23:27	6	4:02	39	44:37
C. 17-Year-Olds												
Group/Multiple-Choice	0	--	7	7:46	1	1:55	22	23:26	6	2:47	36	35:54
Group/Open-End	1	2:08	1	2:50	1	1:27	1	2:00	3	5:45	7	14:10
TOTAL	1	2:08	8	10:36	2	3:22	23	25:26	9	8:32	43	50:04

TABLE 4: LISTING OF RELEASED CITIZENSHIP AND SOCIAL STUDIES EXERCISES

Table 4A on the next several pages lists all of the 111 released citizenship exercises. The 65 released social studies exercises are listed in Table 4B. The legend below will help to explain the table columns.

NAEP Number and Objective

The exercises are arranged in numerical sequence by exercise number. The first digit of the NAEP Number indicates the major objective (1 = I, 2 = II, 3 = III). The second and third digits indicate the subobjective (01 = A, 02 = B, 03 = C). The primary objective being measured is also shown in the objective column. A few exercises measure more than one objective. When this occurs, the secondary objectives are indicated in parentheses.

Administration

G = Group Administered
I = Individually Administered

Time

X:XX = Administration minutes and seconds. Exercise presented on paced audio-tape.
* = Individually administered exercise. Time not restricted by paced audio-tape.

Scoring

MC = Multiple-Choice
OE = Open-Ended. Requires hand scoring.

These master tables may be useful in selecting certain types of exercises, such as only group/multiple-choice exercises that were administered to 13- and 17-year-olds, or tabulating total administration time for selected exercises.

TABLE 4A: LISTING OF RELEASED CITIZENSHIP EXERCISES 4/77

NAEP Number	Obj.	9-Year-Olds Admin.	9-Year-Olds Time	9-Year-Olds Scoring	13-Year-Olds Admin.	13-Year-Olds Time	13-Year-Olds Scoring	17-Year-Olds Admin.	17-Year-Olds Time	17-Year-Olds Scoring
101001	I	G	:56	MC						
101003	I				G	:57	MC	G	:47	MC
101018	I	G	1:08	MC						
101024	I	G	1:03	MC	G	:50	MC	G	:38	MC
101026	I				G	1:32	MC	G	1:01	MC
102002	I	I	*	OE						
102010	I	G	:48	MC	G	:36	MC			
103001	I	I	*	OE						
103010	I	G	:56	MC						
104001	I	I	*	OE						
104003	I				G	1:19	OE			
104006	I	I	*	OE						
104009	I							G	1:17	OE
104016	I	G	:51	MC						
105001	I	G	:20	MC						
105002	I (IV)				G	1:21	OE	G	2:24	OE
105004	I	G	:19	MC	G	:15	MC	G	:12	MC
105013	I	G	:49	MC	G	:40	MC	G	:29	MC
105024	I				G	1:20	MC	G	1:03	MC
105045	I							G	:48	MC
105046	I							G	:47	MC
201003	II	G	:58	MC	G	:47	MC	G	:31	MC
201005	II (III)				G	1:07	MC	G	:52	MC
201026	II (III)				G	1:09	MC	G	:54	MC
201028	II							G	:12	MC
201031	II	I	*	OE						
202001	II	I	*	OE						
202002	II				G	1:25	MC	G	1:08	MC
202004	II	G	:53	MC	G	:33	MC			
202005	II				G	2:00	MC	G	1:39	MC
202017	II				G	:42	MC	G	:39	MC
202019	II (I, III, V)				G	4:48	MC	G	3:53	MC
202022	II							G	:46	MC
203001	II				G	:56	MC	G	:48	MC

TABLE 4A: Page 2 4/77

NAEP		9-Year-Olds			13-Year-Olds			17-Year-Olds		
Number	Obj.	Admin.	Time	Scoring	Admin.	Time	Scoring	Admin.	Time	Scoring
203016	II	G	1:41	MC	G	1:29	MC	G	1:09	MC
203021	II	G	1:18	MC	G	:49	MC	G	:36	MC
203023	II							G	1:24	MC
203024	II							G	2:10	MC
206003	II (IV)	I	*	OE						
206005	II				G	2:37	OE	G	2:07	OE
206007	II				G	2:38	OE	G	2:08	OE
206012	II (III)	G	:34	MC	G	:28	MC	G	:22	MC
227003	II				G	:41	MC			
300001	III	I	*	OE						
300002	III				G	1:42	OE	G	1:59	OE
300003	III	I	*	MC						
300004	III				G	:31	OE	G	:23	OE
300009	III (II)				G	:30	MC	G	:14	MC
300010	III				G	:19	MC	G	:18	MC
300034	III				G	1:05	MC	G	:48	MC
300035	III							G	:16	MC
300036	III							G	:15	MC
300037	III							G	:40	MC
301002	III							G	2:08	OE
301003	III	G	:41	MC	G	:35	MC			
301010	III	G	1:24	MC	G	1:08	MC			
302003	III	I	*	OE						
302004	III	I	*	OE						
302005	III	I	*	OE						
302007	III							G	2:00	MC
302009	III				G	:38	MC	G	:34	MC
302011	III							G	:38	MC
302020	III				G	:58	MC	G	:45	MC
302029	III	I	*	OE						
302031	III							G	:24	MC
302032	III				G	:33	MC	G	:32	MC
302033	III							G	:36	MC
302034	III							G	1:24	MC
302035	III							G	:33	MC
302036	III (II)							G	:18	MC
302038	III				G	1:02	MC	G	:48	MC

TABLE 4A: Page 3

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NAEP Number	Obj.	9-Year-Olds Admin.	9-Year-Olds Time	9-Year-Olds Scoring	13-Year-Olds Admin.	13-Year-Olds Time	13-Year-Olds Scoring	17-Year-Olds Admin.	17-Year-Olds Time	17-Year-Olds Scoring
302039	III				G	1:09	MC	G	:42	MC
304001	III	G	1:24	MC	G	:55	MC			
304010	III				G	:50	MC	G	:40	MC
305019	III (II)							G	1:11	MC
305021	III (II)				G	:40	MC	G	:28	MC
305032	III				G	:37	MC	G	:27	MC
306003	III				G	:57	OE	G	1:15	OE
306004	III	I	*	OE	G	1:02	OE	G	1:06	OE
306005	III	I	*	OE	G	1:04	OE	G	:38	OE
306006	III (II)	I	*	OE	G	1:06	OE	G	1:04	OE
306007	III				G	:28	MC	G	:25	MC
306023	III (II)				G	:33	MC	G	:41	MC
306024	III (II)	G	1:18	MC	G	:49	MC	G	:38	MC
401001	IV				G	1:34	OE	G	1:16	OE
401005	IV	G	:43	MC						
401006	IV (II)	G	1:03	MC	G	:48	MC			
401015	IV	G	:40	MC	G	:35	MC	G	:20	MC
402023	IV							G	1:25	MC
403003	IV				G	1:17	MC	G	1:00	MC
403024	IV				G	:47	MC	G	:34	MC
404004	IV (II)				G	:53	OE	G	:52	OE
404005	IV (III)							G	:35	OE
405005	IV	G	:54	MC	G	:44	MC			
405010	IV	G	1:53	MC						
405011	IV	G	1:52	MC						
500001	V							G	1:13	OE
501005	V	I	*	OE						
501006	V				G	:36	MC	G	:39	MC
501016	V				G	1:12	MC	G	:57	MC
501026	V	G	1:14	MC	G	1:10	MC			
502001	V	G	:34	MC	G	:20	MC			
502019	V	G	2:12	MC						
601002	VI (IV)				G	:55	MC	G	:44	MC
601022	VI				G	3:03	OE	G	2:59	OE

TABLE 4A: Page 4 4/77

NAEP Number	Obj.	9-Year-Olds			13-Year-Olds			17-Year-Olds		
		Admin.	Time	Scoring	Admin.	Time	Scoring	Admin.	Time	Scoring
601030	VI	I	*	OE	G	1:32	OE	G	1:12	OE
601031	VI (IV)				G	:59	MC	G	:49	MC
601032	VI (IV)	G	:54	MC						
602001	VI	I	*	OE						
604001	VI (IV)							G	3:19	OE
604003	VI (IV)							G	:48	OE

The following questions were used as background variables. They were not developed to be a direct measure of the citizenship objectives.

691001

691002

691003

691004

691005

691006

691007

TABLE 48: LISTING OF RELEASED SOCIAL STUDIES EXERCISES 4/77

NAEP Number	Obj.	9-Year-Olds Admin.	9-Year-Olds Time	9-Year-Olds Scoring	13-Year-Olds Admin.	13-Year-Olds Time	13-Year-Olds Scoring	17-Year-Olds Admin.	17-Year-Olds Time	17-Year-Olds Scoring
101008	I	I	*	OE						
101010	I	I	*	OE	G	1:14	OE			
103001	I (II)							G	2:08	OE
201005	II							G	2:50	OE
203005	II				G	1:27	OE			
203007	II				G	1:01	MC	G	:57	MC
203022	II				G	1:01	MC	G	1:01	MC
203027	II				G	1:32	MC	G	1:07	MC
203029	II				G	1:02	MC	G	1:00	MC
203030	II	G	2:52	MC						
203032	II	G	:59	MC						
203036	II	I	*	OE						
204011	II				G	1:33	MC	G	1:27	MC
205004	II	G	1:01	MC						
205007	II				G	1:02	MC	G	1:02	MC
205010	II				G	1:17	MC	G	1:12	MC
205012	II				G	1:30	MC			
205017	II	G	:58	MC						
302003	III	I	*	OE	G	2:29	OE	G	1:27	OE
304006	III (II)				G	2:00	MC	G	1:55	MC
401004	IV				G	:49	MC	G	:48	MC
402012	IV							G	:31	MC
403001	IV				G	2:46	MC	G	2:47	MC
403011	IV				G	:43	MC	G	:42	MC
403013	IV	G	:58	MC						
403026	IV				G	:46	MC	G	:46	MC
404003	IV				G	:59	MC	G	:59	MC
404013	IV	G	1:00	MC						
404015	IV				G	:59	MC			
404018	IV	G	2:59	MC						
404027	IV	G	:59	MC						
404029	IV				G	1:30	MC	G	1:21	MC
405005	IV	G	2:57	MC	G	1:56	MC	G	2:00	MC
405006	IV	G	1:00	MC	G	:33	MC	G	:29	MC
405010	IV				G	1:59	MC	G	1:51	MC

TABLE 4B: Page 2 4/77

NAEP Number	Obj.	9-Year-Olds Admin.	9-Year-Olds Time	9-Year-Olds Scoring	13-Year-Olds Admin.	13-Year-Olds Time	13-Year-Olds Scoring	17-Year-Olds Admin.	17-Year-Olds Time	17-Year-Olds Scoring
405011	IV				G	:58	MC	G	:57	MC
405012	IV (II)				G	2:16	MC	G	2:24	MC
405015	IV							G	1:07	MC
405020	IV							G	2:00	OE
405021	IV	G	1:00	MC						
405028	IV	G	1:01	MC						
405035	IV				G	:36	MC	G	:34	MC
405040	IV	G	:59	MC						
405041	IV				G	1:00	MC	G	:59	MC
406006	IV (II)				G	:58	MC	G	:58	MC
406007	IV	G	:57	MC						
406010	IV	G	1:00	MC						
406011	IV				G	:49	MC	G	:49	MC
406015	IV				G	:31	MC	G	:28	MC
406018	IV				G	1:00	MC	G	:53	MC
406019	IV				G	:48	MC	G	:46	MC
406021	IV				G	:51	MC	G	:47	MC
406023	IV				G	:40	MC			
406026	IV							G	:30	MC
501009	V				G	:32	MC	G	:29	MC
501010	V							G	:47	MC
502010	V				G	:27	MC	G	:26	MC
502011	V				G	:22	MC	G	:20	MC
502012	V				G	:20	MC	G	:20	MC
502017	V							G	1:56	OE
503012	V				G	1:55	OE	G	1:57	OE
503015	V							G	1:52	OE
505007	V	I	*	OE						
506013	V				G	:26	MC	G	:25	MC
506017	V	G	2:42	MC						

NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

CITIZENSHIP/SOCIAL STUDIES

Released Exercise Set

(1975-76)

April 1977

NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

Roy H. Forbes
Director

Contract Agency: National Center for Education Statistics
Contract No. OEC-O-74-0506

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Roy H. Forbes
Project Director

FOREWORD

The National Assessment of Educational Progress (NAEP) is an information-gathering project which surveys the educational attainments of 9-year-olds, 13-year-olds, 17-year-olds and adults (ages 26-35) in 10 learning areas: art, career and occupational development, citizenship, literature, mathematics, music, reading, science, social studies and writing. Different learning areas are assessed every year, and all areas are periodically reassessed in order to measure educational change.

Each assessment is the product of several years work by a great many educators, scholars and lay persons from across the country. Initially, these people design objectives for each area, proposing specific goals which they feel Americans should be achieving in the course of their education. After careful reviews, these objectives are then given to exercise (item) writers, whose task it is to create measurement tools appropriate to the objectives.

When the exercises have passed extensive reviews by subject-matter specialists and measurement experts, they are administered to national probability samples of 9-year-olds, 13-year-olds, 17-year-olds and for some assessments to young adults between 26-35. The people who comprise those samples are chosen in such a way that the results of their assessment can be generalized to the national population. That is, on the basis of the responses of about 2,500 9-year-olds on a given exercise, we can estimate the percentage of all 9-year-olds in the nation who can perform a task acceptably. Approximately 100,000 persons participate annually.

The reader who desires more detailed information about how National Assessment defines reporting groups, designs the sample, prepares and scores the exercises and analyzes and reports the results should consult the General Information Yearbook, Report 03/04-GIY, S/N 1780-01363. The price is $1.20. This report is available from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

INTRODUCTION

This volume provides a copy of each exercise, as well as the complete documentation about administration and scoring procedures for each exercise, that is being released from the 1975-76 assessment of Citizenship/Social Studies. Approximately half of the exercises that are being analyzed from the 1975-76 assessment are included. The remaining exercise texts are unreleased at this time because National Assessment intends to administer these exercises again in the future to determine whether the performance level of young Americans has improved or declined.

Organization of the Volume

Pages 1-443 of this volume contain exercises developed to measure citizenship objectives and pages 444-630 contain exercises developed to measure social studies objectives. The exercises are presented in numerical (NAEP number) order within each learning area. Each exercise is followed by a documentation page containing information about the administration of the exercise. For open-ended exercises, scoring guides are provided following the documentation page. A sample exercise and its documentation page are found on the next page.

Every exercise in this volume is presented exactly as it appeared to the respondents. Each exercise appeared on a separate page in a package (booklet). Exercises that were administered in an interview mode are presented as they appeared to the exercise administrator. For multiple choice questions, the oval corresponding to the acceptable response has been darkened to indicate the correct answer. For all open-ended exercises a detailed scoring guide with sample responses follows the documentation page. A description of scoring guides is provided at the end of this introduction.

SAMPLE EXERCISE

A. Does the President have the right to do anything affecting the United States that he wants to do?

○ Yes

● No

○ I don't know.

B. (If Yes to A) Why? ____

____

C. (If No to A) Why not? ______________________________________

____

SAMPLE DOCUMENTATION PAGE

Exercise #: R306006
Yr.1 Rel: R021, R238, R584

NAEP #: 306006-127-123

Objective: III. KNOW THE MAIN STRUCTURE AND FUNCTIONS OF THEIR GOVERNMENTS
Subobjective: F. Recognize that democracy depends on the alertness and involvement of its citizens, and know how citizens can affect government.
Objective: II. SUPPORT JUST LAW AND THE RIGHTS OF ALL INDIVIDUALS
Subobjective: A. Understand the need for law.

Theme: KNOWLEDGE
Subtheme: Political science.

Exercise Type:		Open Ended
Scoring Type:		Semi-Professional
Administration Mode:	9	Individual
	13	Group
	17	Group
Stimulus Type:	9	No Paced Tape
	13	Paced Tape
	17	Paced Tape

Overlap:	9	13	17
1975-1976 Package-Exercise:	05-02	06-04	06-04
1969-1970 Package-Exercise:	11-19	11-04	13-01

Timing: (in seconds)			
Part A Stimulus:	*	10	10
Response:	*	9	6
Total:	*	19	16
Part B Stimulus:	*	17	17
Response:	*	30	31
Total:	*	47	48
Exercise Total:	*	66	64

*No paced tape was used for this individually administered exercise.

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Objectives and Subobjectives*

In the 1975-76 assessment of citizenship and social studies, 9-year-olds, 13-year-olds, 17-year-olds -- age levels that correspond to the end of primary, intermediate and secondary education -- were asked a variety of questions designed to measure achievement of seven broad objectives in citizenship and five broad objectives in social studies. The objectives for citizenship are (1) show concern for the well being and dignity of others, (2) support just law and the rights of all individuals, (3) know the main structure and functions of their governments, (4) participate in democratic civic improvement, (5) understand important world, national, and local civic problems, (6) approach civic decisions rationally and (7) help and respect their own families. For social studies they are (1) have curiosity about human affairs, (2) use analytic-scientific procedures effectively, (3) are sensitive to creative-intuitive methods of explaining the human condition, (4) have knowledge relevant to the major ideas and concerns of social scientists and (5) have a reasoned commitment to the values that sustain a free society.

Each exercise was written to measure a stated objective. The objective and subobjective for each exercise is printed out in full on the documentation page. For example, the objective and subobjective for the sample exercise are reproduced below as they are found on the documentation page. Some exercises, as in the case of the sample exercise, are classified under more than one objective/subobjective.

---

* Booklets describing the objectives and their development are available from the U. S. Superintendent of Documents or National Assessment. The booklets containing the objectives referenced above are Citizenship Objectives for the 1974-75 Assessment, 1972 and Social Studies Objectives (for the 1971-72 assessment), 1970.

Objective:	III.	KNOW THE MAIN STRUCTURE AND FUNCTIONS OF THEIR GOVERNMENTS
Subobjective:	F.	Recognize that democracy depends on the alertness and involvement of its citizens, and know how citizens can affect government.
Objective:	II.	SUPPORT JUST LAW AND THE RIGHTS OF ALL INDIVIDUALS
Subobjective:	A.	Understand the need for law.

The primary objective and subobjective for each exercise can also be determined from the NAEP number given to an exercise. The NAEP number is printed both in the lower left hand corner of the exercise and on the documentation page.

For example: 3-306006-127-1,2,3 is found in the lower left hand corner of the sample exercise.

1. Identification of Learning Area

3-306006-127-1,2,3:	The leading digit before the hyphen indicates the subject area. 3 = citizenship and 9 = social studies.

2. Identification of Objective and Subobjective

3-306006-127-1,2,3:	The first number in the six digit number indicates the objective.
3-306006-127-1,2,3:	The third number in the six digit number indicates the subobjective. 1=A, 2=B, 3=C, 4=D, 5=E, 6=F, 7=G.

Therefore, the sample exercise was written primarily to measure citizenship objective III/subobjective F.

3-306006-127-1,2,3:	The last two numbers in the six digit number are sequence numbers used to give each exercise in a learning area a unique number.

3. Other Identifications of Learning Area

Some of the exercises used to assess the citizenship objectives were originally part of the 1969-70 assessment, but were not released at that time. These exercises were reassessed in 1975-76 to measure changes in educational progress. The remaining citizenship exercises were assessed for the first time in 1975-76. In contrast, all social studies exercises have been assessed twice, first during 1971-72 and again during 1975-76 to provide change measures. Almost all the change exercises for both citizenship and social studies included in the 1975-76 assessment have been released and are displayed in this volume. A small number of change exercises have been held back to reassess performance a third time.

Only half of the newly developed citizenship exercises are released. The rest will be reassessed in the next citizenship assessment to provide information about educational progress.

The three different types of exercises can also be distinguished by referring to the NAEP number:

3-306006-127-1,2,3: 127= a reassessed citizenship exercise first given in the 1969-70 assessment.

717= a citizenship exercise given only in the 1975-76 assessment.

327= a social studies exercise given both in 1971-72 and and 1975-76.

Note: The leading digit preceding the six digit NAEP number (3=citizenship and 9=social studies) is not provided on the documentation page. However, all "127" and "717" exercises, pp. 1 -443, have NAEP numbers coded to the citizenship objectives and all "327" exercises, pp. 444-630 , have NAEP numbers coded to the social studies objectives.

Theme and Subtheme

For reporting purposes in 1971-72, the social studies exercises were classified in three broad areas or themes. The themes and subthemes used were:

1. SKILLS
    a. Obtaining Information
    b. Interpreting Information
2. KNOWLEDGE
    a. Geography
    b. History
    c. Economics
    d. Political Science
3. ATTITUDES
    a. Belief in the worth of the individual
    b. Constitutional Rights

The theme classifications for the 1975-76 change assessment have remained the same. So theme/subtheme documentation applies to both 1971-72 and 1975-76.

Many of the change results for both the social studies and citizenship exercises will be reported in a combined report. Therefore, those particular citizenship exercises have been classified into themes. When this is the case the theme/subthemes are documented. For reporting purposes some exercises have been classified into more than one theme/subtheme. When this is the case these multiple classifications are noted.

Ages

All three age-levels were not asked to respond to all the exercises. In some cases, an exercise was administered to only one age-level, for example, to 9-year-olds. Others were administered to two or more adjacent age-levels and are called overlap exercises.

There are two ways to identify which age groups were given a particular exercise.

1. The NAEP number.

   3-306006-127-1,2,3: The digits following the last hyphen indicate the age groups.
   1 = Age 9, 2 = Age 13, and 3 = Age 17

2. The Overlap Descriptor on the Documentation Page.

   The "Overlap" descriptor tells at which ages a particular exercise was administered. For example, on the same documentation page it reads:

   Overlap: 9 13 17

   This means this exercise was administered to all three age-groups.

Other Information Contained on the Documentation Page

1. Administration and Scoring

The citizenship and social studies exercises are either multiple-choice or open-ended. An open-ended exercise requires students to produce a written response that may range from a few words up to a paragraph or more.

The multiple-choice exercises were machine scored by an optical scanner. The open-ended exercises were scored by a staff of specially trained personnel.

All exercises at age 13 and 17 were administered to groups averaging 16 respondents each. At age 9, the multiple-choice exercises were administered to groups averaging 16 respondents and the open-ended exercises were administered on a one-to-one basis in an interview situation. All age 9 exercises administered in an interview mode are designated as "individual". All other exercises are designated as "group."

2. Stimulus Type

All group-administered exercises are given with a printed stimulus and a paced audio-tape. For those exercises without special stimulus material, the stimulus type is designated as "text." If the exercise involved any special stimulus material like a poem or picture, that information is indicated on the documentation page. In these cases, the necessary copyright information is indicated on the documentation page. In these cases, the necessary copyright information is also provided. The permissions granted to National Assessment to use copyrighted information do not extend to secondary users and they must obtain their own permissions before using the exercise.

3. Packaging Information

The "Package-Exercise" descriptor under the "Overlap Age" descriptor shows how the exercises were grouped into booklets or packages for each administration. In-school respondents (9-year-olds, 13-year-olds and 91% of the 17-year-olds) took only one package of exercises. Out-of-school respondents (9% of the 17-year-olds) were allowed to take up to four packages.

4. Administration Times

Timing: (in seconds)		9	13	17
Part A	Stimulus:	*	10	10
	Response:	*	9	6
	Total:	*	19	16
Part B	Stimulus:	*	17	17
	Response:	*	30	31
	Total:	*	47	48
Exercise Total:		*	66	64

*No paced tape was used for this individually administered exercise.

Those researchers planning to replicate the National Assessment procedures will need to know the exact administration time required for each exercise. The audio-tape recordings used in each group administration were timed in order to arrive at the figures presented in this report. The stimulus time is the time required on the tape to read the entire exercise or exercise part including the response choices. The stimulus time also includes the time for other supporting stimulus material such as a poem. The response time is the period of silence allowed on the tape for respondents to record their answers. The total is the total elapsed time required to administer an exercise.

After the response time, in multiple choice parts of exercises, there is a five-second interval during which respondents are told: "If you do not know the answer, please fill in the oval beside 'I don't know.'" After that, there is a six-second pause before the announcer goes on to the next exercise. Since individually administered exercises are read by administrators to respondents, they do not have paced-tape recordings and therefore do not have timing information.

Description of Scoring Guides

In order to categorize open-ended responses, NAEP develops a detailed scoring guide for each exercise. This is done primarily to categorize the acceptable and unacceptable responses in a way that describes the results of an exercise in terms of the objective it was written to measure. For all scoring guides those categories which start with a one (10-19 or 110-129) are considered acceptable responses and those categories beginning with a two (20-29 or 250-256) are considered unacceptable responses.

NAEP also breaks down acceptable and unacceptable responses into finer categories in order to better describe the most frequently written responses. This is done to provide additional information that will be interesting and useful.

The guides are intended to be used during scoring to insure consistent categorization of responses by readers. They are developed on the basis of tryout material and finalized by categorizing responses from the actual assessment. These responses are added to the guides as samples of the types of responses that belong in each category. Readers are trained in using these guides, by scoring actual responses from the assessment. During this training questions are answered until readers understand each of the guides and are consistently placing responses in the correct categories. These guides are then used to categorize the responses for each open-ended exercise in the assessment.

The scoring guides provided in this volume are the ones used by NAEP. In order to save space, not all the sample responses have been included. But after each category heading, a few representative sample responses are listed and the ages at which they occurred are specified. At each age the responses are separated by the year that they were administered--year 07=1975-76, year 03=1971-72 and year 01=1969-70.

George had polio. Now he wears braces on his legs and he can't run very fast. If you knew George was wishing he could play baseball with you, what would you do?

- ○ Pretend you didn't know George wanted to play baseball, and play with your friends
- ● Ask George to be the catcher and have somebody run for him when he's at bat
- ○ Tell George he can't play because he can't run

- ○ I don't know.

Exercise #: R 101001

NAEP #: 101001-717-1

Objective: I. SHOW CONCERN FOR THE WELL-BEING AND DIGNITY OF OTHERS
Subobjective: A. Treat others with respect.
Subobjective: G. Are ethical and dependable in work, school, and social situations.

Exercise Type: Multiple Choice
Scoring Type: Machine
Administration Mode: Group
Stimulus Type: Paced Tape

Overlap: 9
Package-Exercise: 04-26

Timing: (in seconds)
Stimulus: 30
Response: 26
Exercise Total: 56

People feel differently toward people of other races. How willing would you be to have a person of a different race doing these things?

A. Be your barber or beauty operator.

● Willing to
○ Prefer not to

B. Come to your church or synagogue.

● Willing to
○ Prefer not to

C. Live in your neighborhood.

● Willing to
○ Prefer not to

D. Sit beside you on a train or bus.

● Willing to
○ Prefer not to

E. Vote in national elections.

● Willing to
○ Prefer not to

Exercise #: R101003
Yr.1 Rel: U322, U549

NAEP #: 101003-127-23

Objective: I. SHOW CONCERN FOR THE WELL-BEING AND DIGNITY OF OTHERS
Subobjective: A. Treat others with respect.

Theme: ATTITUDES
Subtheme: Belief in the worth of the individual.

Exercise Type: Multiple Choice
Scoring Type: Machine
Administration Mode: Group
Stimulus Type: Paced Tape

Overlap:	13	17
1975-1976 Package-Exercise:	05-10	05-10
1969-1970 Package-Exercise:	06-14	11-08

Timing: (in seconds)			
Introduction:		8	7
Part A	Stimulus:	7	5
	Response:	3	3
	Total:	10	8
Part B	Stimulus:	6	4
	Response:	3	3
	Total:	9	7
Part C	Stimulus:	6	4
	Response:	4	3
	Total:	10	7
Part D	Stimulus:	6	5
	Response:	4	3
	Total:	10	8
Part E	Stimulus:	6	5
	Response:	4	5
	Total:	10	10
Exercise Total:		57	47

A. My class is going to play kickball against another class. If I get to choose the class team, I will choose some kids who never get picked even though they don't play very well.

● True about me
○ NOT true about me

○ I don't know.

B. My class is going to play kickball for fun. If I get to choose the team, I will choose some kids who never get picked, even though they don't play very well.

● True about me
○ NOT true about me

○ I don't know.

Exercise #: P101018

NAEP #: 101018-717-1

Objective: I. SHOW CONCERN FOR THE WELL-BEING AND DIGNITY OF OTHERS

Subobjective: A. Treat others with respect.

Exercise Type: Multiple Choice
Scoring Type: Machine
Administration Mode: Group
Stimulus Type: Paced Tape

Overlap: 9
Package-Exercise: 04-11

Timing: (in seconds)
Part A Stimulus: 19
Response: 16
Total: 35
Part B Stimulus: 18
Response: 15
Total: 33
Exercise Total: 68

7

A. Would you want to have a person of a different skin color sit next to you in school every day?

● Yes
○ No

● I don't know.

B. Would you want to have a person of a different skin color be your teacher?

● Yes
○ No

● I don't know.

C. Would you want to have a person of a different skin color be your friend?

● Yes
○ No

● I don't know.

Exercise #: R101024

NAEP #: 101024-717-123

Objective: I. SHOW CONCERN FOR THE WELL-BEING AND DIGNITY OF OTHERS

Subobjective: A. Treat others with respect.

Exercise Type: Multiple Choice
Scoring Type: Machine
Administration Mode: Group
Stimulus Type: Paced Tape

Overlap:		9	13	17
Package-Exercise:		04-12	09-03	09-03
Timing: (in seconds)				
Part A	Stimulus:	12	7	6
	Response:	11	11	7
	Total:	23	18	13
Part B	Stimulus:	10	5	5
	Response:	10	11	7
	Total:	20	16	12
Part C	Stimulus:	10	5	5
	Response:	10	11	8
	Total:	20	16	13
Exercise Total:		63	50	38

A. If you just met someone who was Oriental, how sure would you be that the person could be trusted?

○ I would be sure that the person could be trusted.
○ I would be sure that the person could NOT be trusted.
● I wouldn't be able to say one way or the other if the person could be trusted.

B. If you just met someone who was Black, how sure would you be that the person could be trusted?

○ I would be sure that the person could be trusted.
○ I would be sure that the person could NOT be trusted.
● I wouldn't be able to say one way or the other if the person could be trusted.

C. If you just met someone who was White, how sure would you be that the person could be trusted?

○ I would be sure that the person could be trusted.
○ I would be sure that the person could NOT be trusted.
● I wouldn't be able to say one way or the other if the person could be trusted.

Exercise #: R101026

NAEP #: 101026-7[illegible]7-23

Objective: I. SHOW CONCERN FOR THE WELL-BEING AND DIGNITY OF OTHERS

Subobjective: A. Treat others with respect.

Exercise Type: Multiple Choice
Scoring Type: Machine
Administration Mode: Group
Stimulus Type: Paced Tape

Overlap:	13	17
Package-Exercise:	09-15	09-15
Timing: (in seconds)		
Part A Stimulus:	21	19
Response:	10	6
Total:	31	25
Part B Stimulus:	20	7
Response:	11	6
Total:	31	13
Part C Stimulus:	19	17
Response:	11	6
Total:	30	23
Exercise Total:	92	61

A. Do you have any younger brothers or sisters?

○ Yes *(Go to B)*

○ No *(Go to the next exercise)*

B. *(If Yes to A)* How old are they? ____________

____

____

____

(If siblings are between 3 and 7, select the sibling whose age is nearest to 5 years, and ask the remaining questions about this sibling. If no sibling between the ages of 3 and 7, go to the next exercise.)

C. What is the name of your brother or sister who is____ years old?

(In asking the remaining questions, refer to sibling by name.)

D. Do you know if *(name)* has any favorite games or things *(he/she)* likes to do?

● Yes *(Go to E)*

○ No *(Go to F)*

E. *(If Yes to D)* What are *(his/her)* favorite games?

(1) ______________________________

(2) ______________________________

(3) ______________________________

(If student pauses before three responses are given ask, "Can you think of any other?" Stop after three responses OR when the student answers "No" OR when no response is given in ten seconds.)

F. *(If No to D)* Have you ever played any games with *(name)* ?

● Yes *(Go to G)*

○ No *(Go to the next exercise)*

G. *(If Yes to F)* How long ago was the last time that you played a game with *(name)* ?

____

(If student cannot seem to recall how long ago it was ask, "Was it today, yesterday, a few days ago, or more?")

	E		G	
1	2	3		
○ ○	○ ○	○ ○	○	No response
○ ○	○ ○	○ ○	○	Within last 3 days
○ ○	○ ○	○ ○	○	Between 4 and 7 days ago
○ ○	○ ○	○ ○	○	Between 1 and 2 weeks ago
○	○	○	○	Between 3 and 4 weeks ago
○	○	○	○	More than 1 month ago
○	○	○	○	
○	○	○	○	
○	○	○	○	
○	○	○	○	I don't know.

Exercise #: R102002
Yr.1 Rel: U057

NAEP #: 102002-127-1

Objective: I. SHOW CONCERN FOR THE WELL-BEING AND DIGNITY OF OTHERS
Subobjective: B. Consider the consequences for others of their own actions.

Theme: ATTITUDES
Subtheme: Belief in the worth of the individual.

Exercise Type: Open Ended
Scoring Type: Semi-Professional
Administration Mode: Individual
Stimulus Type: No Paced Tape

Overlap: 9
1975-1976 Package-Exercise: 05-21
1969-1970 Package-Exercise: 11-14

Timing: (in seconds)
Part A Stimulus: *
Response: *
Total: *
Part B Stimulus: *
Response: *
Total: *
Part C Stimulus: *
Response: *
Total: *
Part D Stimulus: *
Response: *
Total: *
Part E Stimulus: *
Response: *
Total: *
Part F Stimulus: *
Response: *
Total: *
Part G Stimulus: *
Response: *
Total: *
Exercise Total: *

*No paced tape was used for this individually administered exercise.

SCORING GUIDE: PART E

Categories and sample responses are listed below.

00 = NO RESPONSE

10 = OTHER - RESPONSES THAT ARE ACCEPTABLE BUT DO NOT HAVE AN ESTABLISHED CATEGORY AND ACCEPTABLE RESPONSES THAT ARE TOO VAGUE TO CATEGORIZE (RESERVED FOR ANSWERS FOR WHICH THE NATURE OF THE GAME IS NOT CLEAR)

Age 9
Yr. 07 Play with Veronica.
Turtle
Yr. 01 Cap the hat.
Win a word.
Space game.

11 = CARD GAMES, BOX GAMES (CATEGORY INCLUDES NAMING THE SPECIFIC GAME)

Age 9
Yr. 07 Old Maid
Put puzzles together.
Dominoes
Yr. 01 She likes to play monopoly.
Checkers

12 = GROUP GAMES - TAG, HOP SCOTCH, HIDE AND GO SEEK, CATCH, JUMP ROPE, JACKS

Age 9
Yr. 07 Ring around the rosie.
Hide and seek.
Tag
Marbles
Yr. 01 Pin the tail on the donkey.
Ball games.
Spud

Categories and sample responses are listed below.

13 = TEAM ATHLETICS - BASKETBALL, FOOTBALL, BASEBALL, HOCKEY, KICKBALL

Age 9
Yr. 07 Play baseball.
Kickball
Yr. 01 Football
Baseball

14 = INDIVIDUAL ATHLETICS THAT ARE DESIGNED TO BE PLAYED AGAINST AN OPPONENT - TENNIS, BOWLING, POOL, BOXING, TRACK

Age 9
Yr. 07 Racing
Yr. 01 Wrestling
Shuffle board

15 = OTHER ATHLETIC ACTIVITIES - SKATING, SWIMMING, HUNTING, HIKING, SWINGING, CLIMBING TREES, FISHING, BIKE RIDING, DANCING, PINBALL, RIDING PONIES

Age 9
Yr. 07 In summer she likes to swim.
Roller skating
He likes to fish.
Yr. 01 Running
Ride horses.
Sledding

16 = CREATIVE ARTS - COLORING, BUILDING MODELS, PAINTING, BLOCKS

Age 9
Yr. 07 Paint
Sewing
Tinker toys
Yr. 01 Likes to draw.
Building blocks
Makes things with boxes - little inventions he cooks up.

Categories and sample responses are listed below.

17 = CREATIVE PLAY/ROLE PLAYING - HOUSE, DOCTOR, COWBOYS, PLAYING IN THE SAND BOX, PLAYING WITH CAPS

Age 9
Yr. 07 Likes to pretend she's a majorette and carry my baton.
Pretend he's hurt - play doctor.
Dump trucks in the dirt.
Yr. 01 Play with her dolls.
Play with cash register.
Dress up in old clothes.

18 = NAMES A LOCATION - ZOO, MOVIE, PARK

Age 9
Yr. 07 Go to the woods alot.
Yr. 01 He likes to go to the store.
She likes to go to the stables.

19 = GENERAL PLAY - CLOWNING AROUND, FOOLING AROUND, PLAYING IN THE SNOW, FIGHT

Age 9
Yr. 07 Play with toys.
Play with her friends.
Playing in the snow.
Yr. 01 Play with neighbors and big sister.
Likes to play with his dog.
He's rough, likes to play rough.

20 = OTHER - VAGUE OR NONSENSICAL RESPONSES AND OTHER UNACCEPTABLES THAT DO NOT HAVE AN ESTABLISHED CATEGORY

Age 9
Yr. 07 He likes to look at TV.
He likes chocolate.
Yr. 01 Watch cartoons.
She likes to eat.
Tearing up my toys.

39 = I DON'T KNOW

17

A. If I'm playing at a friend's house and break something, I try to put it where he or she won't notice it.

○ True about me
● NOT true about me

○ I don't know.

B. If someone else gets blamed for something I did, I step forward and take the blame.

● True about me
○ NOT true about me

○ I don't know.

1B

Exercise #: R102010

NAEP #: 102010-717-12

Objective: I. SHOW CONCERN FOR THE WELL-BEING AND DIGNITY OF OTHERS

Subobjective: B. Consider the consequences for others of their own actions.

Subobjective: G. Are ethical and dependable in work, school, and social situations.

Exercise Type: Multiple Choice
Scoring Type: Machine
Administration Mode: Group
Stimulus Type: Paced Tape

Overlap:	9	13
Package-Exercise:	04-19	10-19
Timing: (in seconds)		
Part A Stimulus:	14	8
Response:	11	10
Total:	25	18
Part B Stimulus:	12	7
Response:	11	11
Total:	23	18
Exercise Total:	48	36

NOTE: Objectives for this exercise differed by part: Part A - I-G, Part B - I-B.

A. How would you get hold of the fire department in an emergency if you were

home alone? ____

____

(If response is "call fire department or forest service on telephone," go to F. If response is "fire alarm box," go to B. If response is "call a neighbor or someone for help," go to D. If response is "call my mother, father, or someone at home," REPEAT question and stress that they are ALONE. If response is "I don't know," go to E.)

B. Where is the one nearest your home? ____

____

(If student knows location of fire alarm box near his home, go to the next exercise. If response is "I don't know" or "there is not one near my home," go to C.)

C. What would you do if there was no fire alarm box nearby?

____

(If student mentions "telephone," go to F. If response is "call a neighbor or someone for help," go to D. If response is "I don't know," go to E.)

Exercise #: R103001
Yr.1 Rel: U005

NAEP #: 103001-127-1

Objective: I. SHOW CONCERN FOR THE WELL-BEING AND DIGNITY OF OTHERS
Subobjective: C. Guard safety and health of others.

Exercise Type: Open Ended
Scoring Type: Semi-Professional
Administration Mode: Individual
Stimulus Type: No Paced Tape

Overlap: 9
1975-1976 Package-Exercise: 05-22
1969-1970 Package-Exercise: 11-03

Timing: (in seconds)
Part A Stimulus: *
Response: *
Total: *
Part B Stimulus: *
Response: *
Total: *
Part C Stimulus: *
Response: *
Total: *
Part D Stimulus: *
Response: *
Total: *
Part E Stimulus: *
Response: *
Total: *
Part F Stimulus: *
Response: *
Total: *
Exercise Total: *

*No paced tape was used for this individually administered exercise.

3-103001-127-1

SCORING GUIDE

Categories and sample responses are listed below.

000 = NO RESPONSE

110 = OTHER - RESPONSES THAT ARE ACCEPTABLE BUT DO NOT HAVE AN ESTABLISHED CATEGORY AND ACCEPTABLE RESPONSES THAT ARE TOO VAGUE TO CATEGORIZE

Age 9
Yr. 07 Run next door to fire station.
We live right across the street from them so I'd run out.
Yr. 01 I'd run over to the fire Department and tell them.
Ride my bike over there - it's not that far.
Go to the fire escape and go down the stairs.
Go to police station up the street for help.
Ring siren.

121 = PHONE -- PHONE BOOK

Age 9
Yr. 07 I'd get the phone book, look on the first page where the number is, call the fire department and tell them.
Look up the number.
Find the phone number and call them.
Look in book, find number and hurry and call them.
Yr. 01 Call em. Well, if I didn't know the number I'd grab a phone book and look it up.
Call on the phone. Look in the front of the book because the number is there.
Look up the number of Fire Dept. in the book.
Find number in phone book and then call them.

Categories and sample responses are listed below.

122 = PHONE -- OPERATOR OR DIAL 0

Age 9	
Yr. 07	Call operator and ask for fire dept. Pick up telephone and dial 0 and say "Operator, this is an emergency please give me the fire dept." I'd give them my address.
	Telephone them. Dial the operator and give her my address and then I would wait outside.
	Call the operator and ask for the fire department.
	I'd call up the operator and tell her to get me the fire dept. and that it was an emergency.
Yr. 01	Dial 0 and ask for the operator. Pick up the receiver Dial 0 ask for the fire dept. Give address.
	Call the operator. Dial 0 Ask for Fire Dept. and tell the address.
	Dial operator. Tell my address and which street and name.

123 = PHONE -- EMERGENCY NUMBER

Age 9	
Yr. 07	Use the phone, call the emergency no. 911.
	Dial 911 - a special code.
Yr. 01	Call 999 on the phone. Call 999, come to 106 Craw Ct., there's a fire and hurry.
	Dial 911.
	I'd dial 911 the emergency police number.

124 = PHONE -- USE NUMBER PARENTS HAVE WRITTEN DOWN/NUMBER

Age 9	
Yr. 07	Dial the fire dept. no. - which is on list above our phone.
	Use the phone, there's a sticker on the phone with the Fire Dept. number.
	Call Fire Dept., pick up phone, look at no., dial phone no. give them the address.
	Have a number on the phone to call. Look at number, dial it and tell them where the fire is.
Yr. 01	Call on the telephone. We have a list there. I would look at the list and dial that number.
	Call on the phone. We keep police, fire dept., life squad numbers on the phone. I would dial the number on our chart for the fire dept. The number is right there.
	Call them. We have this little card by the phone. I'd look at the number and call them.
	Get the number off emergency list and call it.

Categories and sample responses are listed below.

125 = PHONE -- HAVE AN ADULT CALL

Age 9

Yr. 07 I don't know what the emergency numbers are so I'd probably go to one of the neighbors and get them to call.

I'd go next door and ask her to help me by calling fire dept.

Get a neighbor to call.

Run over to your neighbors and ask them to call the fire dept. if you don't know the number.

Yr. 01 Go in bedroom shut door clumb out window go to neighbors and have them call.

Go to the neighbors and tell them to phone.

I would feel of the door to see if it was hot, then close all of doors and windows and go to my neighbors and have them call the fire department.

Go to another house and tell them to call

130 = USE FIRE ALARM BOX/KNOWLEDGE OF ACCEPTABLE DISTANCE

Age 9

Yr. 07 Pull fire alarm or call. In our building (apartment).

Call - hit the glass and break it (1/2 block).

Fire alarm box - I live on the top floor, the 6th floor, the box is on 3.

Run and break a fire glass and pull an alarm (a block away).

Run to nearest fire box (in back yard).

Yr. 01 Go push the fire department button on the telephone pole. (At the corner).

Go to the little box that says fire on it. (right up the street).

I would try to get out of the house and get to a fire bell (at the corner).

I would go to the firebox, across the street from my home.

Ring fire bell, fire box in apartment.

Categories and sample responses are listed below.

140 = FIND AN ADULT TO HELP

Age 9
Yr. 07 Run to the neighbor for help.
Get your neighbor.
Get mom at work and tell her the house is on fire.
Go to my friends house next door.
Go to your neighbors and knock on the door.
Yr. 01 Go tell the neighbor. Run to her house.
Go to neighbor's house for help.
Go over to gramma's house next door. Go over to her house.
Run to the next door neighbors.

250 = OTHER - VAGUE OR NONSENSICAL RESPONSES AND OTHER UNACCEPTABLES THAT DO NOT HAVE AN ESTABLISHED CATEGORY

Age 9
Yr. 07 Something.
Our neighbors call. They'd see the smoke coming out of the house.
Yr. 01 Go outside to street, that's all.
Turn in alarm, don't know but would ask somebody.
Try to put it out.

251 = PHONE (NO OTHER INFORMATION)

Age 9
Yr. 07 Call fire dept.
Go to neighbors and use their phone.
Call em get the phone number and call em and tell em where it's at.
Yr. 01 Call - pick up the phone and dial the number.
Call on the phone. Hello there's a fire at the number of the street.
Call fireman.
Call Fire Chief on phone. Pick up thing you talk into and dial.
Go next door and call.

399 = I DON'T KNOW

25

Chris was walking across the playground during recess. Chris looked down and saw a big, sharp piece of glass. What would YOU do if you were Chris? Fill in only one oval.

○ I would step over the glass and go over to the swings.
○ I would pick up the glass and throw it into the street.
● I would pick up the glass and throw it in the trash.
● I would tell the teacher about the piece of glass.

○ I don't know.

Exercise #: R103010

NAEP #: 103010-717-1

Objective: I. SHOW CONCERN FOR THE WELL-BEING AND DIGNITY OF OTHERS

Subobjective: C. Guard safety and health of others.

Exercise Type: Multiple Choice
Scoring Type: Machine
Administration Mode: Group
Stimulus Type: Paced Tape

Overlap: 9
Package-Exercise: 04-20

Timing: (in seconds)
Stimulus: 30
Response: 26
Exercise Total: 56

27

A. Think of the last time you helped a grownup person, not counting your own family or your teacher, and when they didn't give you money or anything else for your help. -- *(Pause)* – Do you remember the last time you helped a grownup, not for money or anything else?

● Yes *(Go to C)*

○ No *(Go to B)*

B. *(If No to A)* Didn't you ever help a grownup?

● Yes *(Go to C)*

○ No *(Go to the next exercise)*

C. *(If Yes to A or B)* Whom did you help?

(If student mentions someone other than a member of his family or his teacher, continue with D and E. If student mentions someone in his family or his teacher say, "Try to think of some other grownup who is not in your own family and who is not your teacher." Give time for thought and ask "Who?" unless the information is volunteered. If student can think of other grownup, record answer in C and continue with D and E. If student cannot think of other grownup, correct answers to A and B and go to the next exercise.)

D. What did you do to help? ______________________________

____

E. How long ago did this happen? ______________________________

(If student cannot seem to recall how long ago it was ask, "Was it a month ago, a year ago, or more?")

Exercise #: R104001
Yr.1 Rel: U006

NAEP #: 104001-127-1

Objective: I. SHOW CONCERN FOR THE WELL-BEING AND DIGNITY OF OTHERS
Subobjective: D. Offer help to others in need.

Theme: ATTITUDES
Subtheme: Belief in the worth of the individual.

Exercise Type: Open Ended
Scoring Type: Semi-Professional
Administration Mode: Individual
Stimulus Type: No Paced Tape

Overlap: 9
1975-1976 Package-Exercise: 05-11
1969-1970 Package-Exercise: 10-18

Timing: (in seconds)
Part A Stimulus: *
Response: *
Total: *
Part B Stimulus: *
Response: *
Total: *
Part C Stimulus: *
Response: *
Total: *
Part D Stimulus: *
Response: *
Total: *
Part E Stimulus: *
Response: *
Total: *
Exercise Total: *

*No paced tape was used for this individually administered exercise.

SCORING GUIDE: PART C

Categories and sample responses are listed below.

00 = NO RESPONSE

10 = OTHER - RESPONSES THAT ARE ACCEPTABLE BUT DO NOT HAVE AN ESTABLISHED CATEGORY AND ACCEPTABLE RESPONSES THAT ARE TOO VAGUE TO CATEGORIZE

Age 9
Yr. 07 Alot people (at church).
People in school.
Yr. 01 No samples

11 = RELATIVE OTHER THAN IMMEDIATE FAMILY - AUNT/UNCLE, GRANDPARENT

Age 9
Yr. 07 Three of my uncles.
Yr. 01 My grandmother, my cousin and my grandfather.
My Aunt.

12 = NEIGHBOR, MAN/WOMAN DOWN THE STREET

Age 9
Yr. 07 A lady who lived next door to me.
People who live upstairs.
Yr. 01 My next door neighbor.
Lady down the street.

13 = FRIEND, FAMILY FRIEND, PARENTS OF A FRIEND

Age 9
Yr. 07 My friend's mother.
Helped my dad's friend.
Yr. 01 My Godmother.
Mother's friend.

14 = RESPONSES THAT GIVE A PERSON'S OCCUPATION - ANOTHER TEACHER, JANITOR, SECRETARY, PRINCIPAL

Age 9
Yr. 07 Scout leader.
Grocery man.
Yr. 01 Mailman
Gas station man.

Categories and sample responses are listed below.

15 = BABYSITTER

Age 9
Yr. 07 No samples
Yr. 01 My babysitter.

16 = PERSON UNKNOWN TO THE STUDENT - PASSERBY, MAN ON THE BUS, LADY ON THE STREET

Age 9
Yr. 07 Old lady in a wheelchair.
A lady in a beauty shop.
A man at the airport.
A blind lady.
Yr. 01 A lady at a game.
A lady who had to take her child to YMCA.
Some lady in a store.
A man near a red building with a big pile of dirt.

17 = RESPONSES THAT GIVE A PERSON'S NAME WITHOUT MENTIONING THEIR RELATIONSHIP TO THE STUDENT

Age 9
Yr. 07 No samples
Yr. 01 No samples

18 = PERSON NOT IDENTIFIED BY E.A. (D MUST BE ANSWERED)

Age 9
Yr. 07 No samples
Yr. 01 No samples

20 = OTHER - VAGUE OR NONSENSICAL RESPONSES AND OTHER UNACCEPTABLES THAT DO NOT HAVE AN ESTABLISHED CATEGORY

Age 9
Yr. 07 No samples
Yr. 01 No samples

39 = I DON'T KNOW

SCORING GUIDE: PART D

Categories and sample responses are listed below.

00 = NO RESPONSE

10 = OTHER - RESPONSES THAT ARE ACCEPTABLE BUT DO NOT HAVE AN ESTABLISHED CATEGORY AND ACCEPTABLE RESPONSES THAT ARE TOO VAGUE TO CATEGORIZE

Age 9
Yr. 07 Helped grandmother roll up her hair.
Sang songs to them.
Helped him do chores.
Yr. 01 Cleaned up.
Helped her with her work.

11 = HELPED PEOPLE IN DISTRESS OR SICKNESS - HELPED SOMEONE ACROSS THE STREET, OPENED A DOOR, HELPED SOMEONE FIND SOMETHING, CARRIED SOMETHING

Age 9
Yr. 07 Helped him get back in his wheel chair.
She tripped over the sidewalk and I helped her up.
I picked up her purse when she dropped it.
Yr. 01 He is crippled. I sometimes push his foot up and give him water.
Showed a lost man the way to where he was going.
I helped this old lady at the game and gave her my seat.
Helped neighbor by climbing in window when she had lost her key.
Helped them find their dog which was lost.

12 = OUTSIDE WORK AROUND THE HOUSE, YARD WORK - SHOVELED SNOW, RAKED LEAVES, FED CHICKENS, WASHED CAR, GARDEN WORK

Age 9
Yr. 07 Helped in the tobacco.
Raked her yard.
He was chopping down trees and I helped him pick them up.
Helped her burn her trash.
I put birdseed out.
Yr. 01 Helped them pick up paper in their yard.
Helped aunt plant her garden.
They were bringing home a big tree and I helped them plant it.
Raked leaves and swept front porch.
Some friends and I cleaned up a man's yard for no pay.

Categories and sample responses are listed below.

13 = HOUSEWORK (CLEANED, DUSTED, PICKED UP, ETC.), WASHED, IRONED, HELPED PREPARE FOOD, CARRIED OUT TRASH

Age 9
Yr. 07 Helped with her Thanksgiving dinner.
Helped her clean up after making cookies.
I did dishes, vacuumed, helped make the bed.
Helped with dinner and picked tomatoes.
Helped clean up their basement.
Yr. 01 I cleaned her bedroom.
I vacuumed her house.
Set the table and washed dishes and made bed.
She is old so I help her bring out the barrels.
Helped pick up toys at my neighbors house.

14 = RAN ERRANDS - WENT TO THE GROCERY, WENT TO THE MAILBOX

Age 9
Yr. 07 Went to the store for them.
Took something up the street to another house.
I bought her groceries.
I mailed some letters for an old person.
Yr. 01 I went over to the shop across the street for her.
Went to store for her.
Brought a vest to my mother for this lady.
I put her mail in the mailbox.
Get mail when neighbors are on vacation.

15 = BABY SAT, WATCHED CHILDREN, PLAYED WITH CHILDREN

Age 9
Yr. 07 Helped change her babies and watched them for her.
Helped take care of children.
Watched her son in the back yard.
I baby sat while they went to the Dr.
Helped her when she was sick-watched her children.
Yr. 01 Stayed with a little boy about 3 years old for a little while.
I kept her baby for her.
Stayed with her little baby.
I helped a lady watch her baby so she could fix the bottles.

3-104001-127-1
PART D

Categories and sample responses are listed below.

16 = CARED FOR PETS

Age 9
Yr. 07 Put his dog in the house.
Walking a dog.
Take care of dog.
Yr. 01 Helped her feed the dog.
Took care of a person's dog.
Helped a neighbor in the next trailer wash his dog.

17 = HELPED REPAIR OR BUILD SOMETHING

Age 9
Yr. 07 Give him help on his car - hand him tools.
I helped him build a dog house.
I helped him build his house. (My daddy is a carpenter)
Yr. 01 Helped a man work on a bicycle.
Sand shelves above fireplace.
I helped a friend build a chicken coop.
Helped fix up a tire.
I helped him put some lights in the garage.

20 = OTHER - VAGUE OR NONSENSICAL RESPONSES AND OTHER UNACCEPTABLES THAT DO NOT HAVE AN ESTABLISHED CATEGORY

Age 9
Yr. 07 Helped clean up his yard for pay.
Yr. 01 He didn't know what to do so I showed him.
She was in trouble (not know what kind of trouble)
They got hurt.

39 = I DON'T KNOW

Where is a good place for these people to go for help?

A. Someone who has just been robbed ____________________

B. Someone who is hurt or sick ____________________

C. Someone who needs a baby sitter during the day for his children

____

D. Someone who is traveling through your town and needs help

____

Exercise #: R104003
Yr.1 Rel: U212

NAEP #: 104003-127-2

Objective: I. SHOW CONCERN FOR THE WELL-BEING AND DIGNITY OF OTHERS
Subobjective: D. Offer help to others in need.

Theme: ATTITUDES
Subtheme: Belief in the worth of the individual.

Exercise Type: Open Ended
Scoring Type: Semi-Professional
Administration Mode: Group
Stimulus Type: Paced Tape

Overlap:	13
1975-1976 Package-Exercise:	06-02
1969-1970 Package-Exercise:	11-11

Timing: (in seconds)

Introduction:		3
Part A	Stimulus:	3
	Response:	15
	Total:	18
Part B	Stimulus:	3
	Response:	16
	Total:	19
Part C	Stimulus:	4
	Response:	15
	Total:	19
Part D	Stimulus:	4
	Response:	16
	Total:	20
Exercise Total:		79

3-104003-127-2
PART A

SCORING GUIDE: PART A

Categories and sample responses are listed below.

00 = NO RESPONSE

10 = OTHER - RESPONSES THAT ARE ACCEPTABLE BUT DO NOT HAVE AN ESTABLISHED CATEGORY AND ACCEPTABLE RESPONSES THAT ARE TOO VAGUE TO CATEGORIZE

Age 13
Yr. 07 Friend
Yr. 01 Call their lawyer.
Charity organization.
Private investigator.
Insurance people, and it might lead to a matter which involves evidence in court.

11 = POLICE, SHERIFF, FBI

Age 13
Yr. 07 To a place to call the police.
Police station.
To a policeman.
Yr. 01 No samples

12 = NEAREST PUBLIC PLACE

Age 13
Yr. 07 No samples
Yr. 01 No samples

20 = OTHER - VAGUE OR NONSENSICAL RESPONSES AND OTHER UNACCEPTABLES THAT DO NOT HAVE AN ESTABLISHED CATEGORY

Age 13
Yr. 07 Bank
Jail
To these robbed.
Yr. 01 No samples

39 = I DON'T KNOW

SCORING GUIDE: PART B

Categories and sample responses are listed below.

00 = NO RESPONSE

10 = OTHER - RESPONSES THAT ARE ACCEPTABLE BUT DO NOT HAVE AN ESTABLISHED CATEGORY AND ACCEPTABLE RESPONSES THAT ARE TOO VAGUE TO CATEGORIZE

Age 13
Yr. 07 No samples
Yr. 01 To the nearest place for help.
Nearest person.

11 = POLICE

Age 13
Yr. 07 No samples
Yr. 01 No samples

12 = FIRE DEPARTMENT

Age 13
Yr. 07 No samples
Yr. 01 No samples

13 = TELEPHONE

Age 13
Yr. 07 No samples
Yr. 01 No samples

14 = NEIGHBOR OR OTHER ADULT

Age 13
Yr. 07 To the next door neighbor.
Yr. 01 No samples

Categories and sample responses are listed below.

15 = DOCTOR, HOSPITAL, AMBULANCE, NURSE, FIRST AID STATION

Age 13
Yr. 07 The county nurse.
Doctor's office.
To the hospital.
Ambulance
Yr. 01 No samples

20 = OTHER - VAGUE OR NONSENSICAL RESPONSES AND OTHER UNACCEPTABLES THAT DO NOT HAVE AN ESTABLISHED CATEGORY

Age 13
Yr. 07 To these hurt.
Yes or mabey.
Yr. 01 No samples

39 = I DON'T KNOW

3-104003-127-2
PART C

SCORING GUIDE: PART C

Categories and sample responses are listed below.

00 = NO RESPONSE

10 = OTHER - RESPONSES THAT ARE ACCEPTABLE BUT DO NOT HAVE AN ESTABLISHED CATEGORY AND ACCEPTABLE RESPONSES THAT ARE TOO VAGUE TO CATEGORIZE

Age 13
Yr. 07 Over the family house.
Yr. 01 Your maid.

11 = EMPLOYMENT OFFICE/AGENCY, BABYSITTING AGENCY

Age 13
Yr. 07 Babysitting clinic.
Babysitting service.
Employment Agency.
Yr. 01 No samples

12 = NEWSPAPER, COMMERCIAL ADS, YELLOW PAGES

Age 13
Yr. 07 Make an add in the newpaper.
Look in Baby sitter available in newpaper.
The phone book.
Yr. 01 No samples

13 = DAY CARE CENTER, NURSERY SCHOOL, CHILD CARE CENTER

Age 13
Yr. 07 Nursery
Day care center.
Child care center.
Yr. 01 No samples

14 = NON PROFIT ORGANIZATIONS OFFERING SERVICES OR ORGANIZATIONS THAT HAVE A FREE REFERRAL SERVICE - BULLETIN BOARD NOTICES, SENIOR CITIZENS, CHURCHES

Age 13
Yr. 07 No samples
Yr. 01 Woman's Club.
Church

Categories and sample responses are listed below.

15 = RESPONSIBLE KID, GO TO SCHOOLS TC FIND A KID

Age 13
Yr. 07 Teenager
Call a responsible kid and old enough.
Someone he can trust.
Yr. 01 No samples

16 = FRIENDS, RELATIVES, NEIGHBORS

Age 13
Yr. 07 A friend who has an older daughter.
A freind who is willing to help.
Ask one of the family.
House wife
A neighbor.
Yr. 01 Your grandmother.

20 = OTHER - VAGUE OR NONSENSICAL RESPONSES AND OTHER UNACCEPTABLES THAT DO NOT HAVE AN ESTABLISHED CATEGORY

Age 13
Yr. 07 Babysitter
Call someone house to ask.
Phone
Yr. 01 No samples

39 = I DON'T KNOW

SCORING GUIDE: PART D

Categories and sample responses are listed below.

00 = NO RESPONSE

10 = OTHER - RESPONSES THAT ARE ACCEPTABLE BUT DO NOT HAVE AN ESTABLISHED CATEGORY AND ACCEPTABLE RESPONSES THAT ARE TOO VAGUE TO CATEGORIZE

Age 13
Yr. 07 City hall.
Phone book.
To a store.
A guide.
Village office.
Yr. 01 Burough building.
Stop at the nearest place to call.
Town hall.
Welcome wagon.

11 = POLICE

Age 13
Yr. 07 Sheriff
Police station.
To the state patrol.
Yr. 01 F.B.I.
Highway Patrol.

12 = ASK SOMEONE ON THE STREET

Age 13
Yr. 07 A bystander.
To someone who is in town.
Nearest house or building.
Yr. 01 To people passing by.

13 = MAP

Age 13
Yr. 07 Go to a gas station to get a map.
Yr. 01 No samples

Categories and sample responses are listed below.

14 = GAS STATION

Age 13
Yr. 07 A gas station.
Garage
A gas station atendent.
A service station or ask someone.
Yr. 01 Garage

15 = TRAVEL AGENCY, GUIDE SERVICE (AAA), CHAMBER OF COMMERCE, TOURIST BUREAU, INFORMATION CENTER, TRAVELERS AID

Age 13
Yr. 07 A traveling agency.
Information booth.
Travel directory.
Tour guide.
Yr. 01 No samples

16 = RESPONSES WHICH INDICATE THE STUDENT HAD A SPECIFIC PROBLEM IN MIND - CHURCH, MINISTER, DOCTOR, AMBULANCE, HOSPITAL, BANK, DRUGSTORE

Age 13
Yr. 07 To the hospital.
Taxi
Doctor
Yr. 01 Post Office.
Car trouble to to the nearest garage.

20 = Other - vague or nonsensical responses and other unacceptables that do not have an established category

Age 13
Yr. 07 Home
Trader
If he's a friend come to your house.
Traveler
Yr. 01 Red Cross - any organization.

39 = I DON'T KNOW

43

A. Can you think of a boy or girl who has come into your class since school started–a boy or girl who just moved here and didn't go to your school last year?

○ Yes *(Go to B)*

○ No *(Go to the next exercise)*

B. Have you ever helped a new boy or girl meet people or learn about the school?

● Yes *(Go to C)*

○ No *(Go to D)*

○ I don't know. *(Go to the next exercise)*

C. What did you do?

____

____

(After response OR if respondent answers "Nothing" OR no response is given in 10 seconds, go to the next exercise.)

D. Why didn't you do anything to help?

____

____

(After response OR if respondent answers "I don't know" OR no response is given in 10 seconds, go to the next exercise.)

Exercise #: R104006

NAEP #: 104006-717-1

Objective: I. SHOW CONCERN FOR THE WELL-BEING AND DIGNITY OF OTHERS
Subobjective: D. Offer help to others in need.

Exercise Type: Open Ended
Scoring Type: Semi-Professional
Administration Mode: Individual
Stimulus Type: No Paced Tape

Overlap: 9
Package-Exercise: 05-30

Timing: (in seconds)

Part A	Stimulus:	*
	Response:	*
	Total:	*
Part B	Stimulus:	*
	Response:	*
	Total:	*
Part C	Stimulus:	*
	Response:	*
	Total:	*
Part D	Stimulus:	*
	Response:	*
	Total:	*
Exercise Total:		*

*No paced tape was used for this individually administered exercise.

3-104006-717-1
PART C

HELPING SCHOOLMATES/ACTION

SCORING GUIDE: PART C

Categories and sample responses are listed below.

00 = NO RESPONSE

10 = OTHER - RESPONSES THAT ARE ACCEPTABLE BUT DO NOT HAVE AN ESTABLISHED CATEGORY AND ACCEPTABLE RESPONSES THAT ARE TOO VAGUE TO CATEGORIZE (E.G. INDICATED A COMMITMENT TO HELP IN SOME MANNER)

Age 9
Yr. 07 Find correct school bus to ride.
Everybody didn't like her so in our class meeting we talked about how you help someone with a problem.

11 = TOLD THEM ABOUT THE SCHOOL RULES

Age 9
Yr. 07 I told them the playground and class room rules.
I told him what to do and the rules of the school.
To help him learn the rules.

12 = HELPED THEM WITH SCHOOL WORK; TOLD THEM ABOUT WHAT THEY HAD MISSED, HELPED THEM CATCH UP WITH SCHOOL WORK

Age 9
Yr. 07 Helped figure out how to do the spelling work.
I helped my friend get her books and show her what pages we were on.
Helping them do all their math.
I helped in music. I showed him signals.

13 = SHOWED THEM AROUND SCHOOL, SHOWED THEM WHERE THE CLASSROOM WAS

Age 9
Yr. 07 I showed him the exits.
Tell them where the restrooms are.
I showed em where the things were and told em about the rules on the Playground.
I showed where the rooms are and told them how far you could go on the playground.

3-104006-717-1
PART C

Categories and sample responses are listed below.

14 = MADE FRIENDS WITH THEM; ATE WITH THEM, SAT BY THEM, TALKED TO THEM, PLAYED WITH THEM

Age 9
Yr. 07 I made him my friend.
Well I played with them at recess.
We played games with the new girl and them some friends came along and she got to play with them.
I helped her to tell her to have fun at school and play with others.

15 = WALKED TO SCHOOL/HOME FROM SCHOOL WITH THEM (ONE TO ONE BASIS OUTSIDE OF SCHOOL)

Age 9
Yr. 07 No samples

16 = INVITED THEM TO/TOOK THEM TO SOME EXTRACURRICULAR EVENT--PARTY, SPORTS EVENT (GROUP OR PLANNED EVENT)

Age 9
Yr. 07 No samples

17 = INTRODUCED TO FRIENDS/CLASSMATES

Age 9
Yr. 07 Introduced them to teachers.
I told her all the boys and girls names.
Told everybody in our class her name.
I introduced her to the 2nd grade and 1st grade and now she's friends with them.

20 = OTHER - VAGUE OR NONSENSICAL RESPONSES AND OTHER UNACCEPTABLES THAT DO NOT HAVE AN ESTABLISHED CATEGORY

Age 9
Yr. 07 No samples

39 = I DON'T KNOW

HELPING SCHOOLMATES/REASON FOR ACTION

SCORING GUIDE: PART D

Categories and sample responses are listed below.

00 = NO RESPONSE

10 = OTHER - RESPONSES THAT ARE ACCEPTABLE BUT DO NOT HAVE AN ESTABLISHED CATEGORY AND ACCEPTABLE RESPONSES THAT ARE TOO VAGUE TO CATEGORIZE (E.G. INDICATED A COMMITMENT TO HELP IN SOME MANNER)

Age 9
Yr. 07 I was new myself.
I just moved here a few months ago.
He doesn't like me.

11 = THEY SAID THEY DIDN'T WANT ME TO HELP THEM

Age 9
Yr. 07 No samples

12 = SOMEBODY ELSE WAS ALREADY HELPING THEM

Age 9
Yr. 07 The teacher picks people to help them.
Cause the other kids did it.
I didn't really help because the girls helped her.
Because it was a boy and the boys showed him around.

Categories and sample responses are listed below.

20 = OTHER - VAGUE OR NONSENSICAL RESPONSES AND OTHER UNACCEPTABLES THAT DO NOT HAVE AN ESTABLISHED CATEGORY

Age 9
Yr. 07 Just never happened.
I haven't had the chance.
Most of them were girls.
I was shy.
He was a boy.

21 = DIDN'T KNOW THEM; DIDN'T LIKE THEM; THEY WEREN'T VERY NICE

Age 9
Yr. 07 I didn't know the person.
I didn't know her that well and she already had friends and didn't pay any attention to me.
I didn't like him.

39 = I DON'T KNOW

Where is a good place for these people to go for help?

A. Someone who wants to report that a traffic light is not working?

____

B. Someone who wants to report a danger to public health, such as garbage in the streets? ______________________________

____

C. Someone who needs a license for a dog? ____________________

____

Exercise #: R104009
Yr.1 Rel: R407

NAEP #: 104009-127-3

Objective: I. SHOW CONCERN FOR THE WELL-BEING AND DIGNITY OF OTHERS
Subobjective: D. Offer help to others in need.

Theme: ATTITUDES
Subtheme: Belief in the worth of the individual.

Exercise Type: Open Ended
Scoring Type: Semi-Professional
Administration Mode: Group
Stimulus Type: Paced Tape

Overlap: 17
1975-1976 Package-Exercise: 06-02
1969-1970 Package-Exercise: 13-11

Timing: (in seconds)
Introduction: 3
Part A Stimulus: 4
Response: 21
Total: 25
Part B Stimulus: 6
Response: 20
Total: 26
Part C Stimulus: 3
Response: 20
Total: 23
Exercise Total: 77

SCORING GUIDE: PART A

Categories and sample responses are listed below.

00 = NO RESPONSE

10 = OTHER - RESPONSES THAT ARE ACCEPTABLE BUT DO NOT HAVE AN ESTABLISHED CATEGORY AND ACCEPTABLE RESPONSES THAT ARE TOO VAGUE TO CATEGORIZE

Age 17	
Yr. 07	No samples
Yr. 01	No samples

11 = STATE PATROL, HIGHWAY PATROL, SHERIFF, POLICE, POLICE STATION

Age 17	
Yr. 07	Tell a patrolman. Police dept. traffic bureau. State highway patrol.
Yr. 01	Nearest police precinct. Tell a police officer. State police.

12 = BUREAUS AND DEPARTMENTS - DEPT. OF PUBLIC WORKS, TRAFFIC BUREAU

Age 17	
Yr. 07	Highway department. The department of transportation. The city Traffic Department. County bureau on safety. City maintance.
Yr. 01	Traffic dept. in city hall. Traffic division. Metropolitan traffic commission. Public works.

13 = CITY, COUNTY OR STATE BUILDING - CITY HALL, COURTHOUSE

Age 17	
Yr. 07	City-County building. Go to city hall. Court house.
Yr. 01	Local municipal building. Town hall.

Categories and sample responses are listed below.

14 = A PUBLIC OFFICIAL - CITY COUNCILMAN, MAYOR, CITY MANAGER

Age 17
Yr. 07 Mayor
Streets and sanitation.
Yr. 01 Public Safety Commissioner.
Call my councilman.
County supervisor.

20 = OTHER - VAGUE OR NONSENSICAL RESPONSES AND OTHER UNACCEPTABLES THAT DO NOT HAVE AN ESTABLISHED CATEGORY

Age 17
Yr. 07 County
Electric company.
DMV
To the city.
Consumer Affairs.
Yr. 01 Power company.
AAA
Cell operator.
County
Person in charge of Traffic lights.

39 = I DON'T KNOW

SCORING GUIDE: PART B

Categories and sample responses are listed below.

00 = NO RESPONSE

10 = OTHER - RESPONSES THAT ARE ACCEPTABLE BUT DO NOT HAVE AN ESTABLISHED CATEGORY AND ACCEPTABLE RESPONSES THAT ARE TOO VAGUE TO CATEGORIZE

Age 17
Yr. 07 Tell the newspaper.
Sanitation
Community service center.
Yr. 01 Health center.
City dump.

11 = POLICE, SHERIFF

Age 17
Yr. 07 No samples
Yr. 01 Policeman

12 = GIVES TITLE OF A CITY, COUNTY, STATE OFFICIAL; SENATOR, MAYOR, GOVERNOR, ETC.

Age 17
Yr. 07 Health inspector.
Safety director.
Yr. 01 Town official to have it removed.
Health commissioner.

13 = STATE, COUNTY OR MUNICIPAL BUILDING - TOWN HALL, COURTHOUSE

Age 17
Yr. 07 County or city health office.
City-county building.
Yr. 01 City hall.
Public health building.

Categories and sample responses are listed below.

14 = PUBLIC HEALTH DEPARTMENT, SANITATION DEPT., DEPT. OF PUBLIC WELFARE, DEPT. OF PUBLIC WORKS, ETC.

Age 17
Yr. 07 Public health Administration.
Sanitation Dept.
Board of Health.
Yr. 01 Public health commission.
Monroe county health dept.
Local sanitation office.

15 = REFERENCES TO A GOVERNING BODY - CITY COUNCIL, SENATE

Age 17
Yr. 07 City council.
Yr. 01 Town council.

16 = GARBAGE COMPANY/COLLECTOR

Age 17
Yr. 07 Trash collectors.
Yr. 01 Garbage men.
Garbage men.

17 = DESCRIBES THE KIND OF WORK A PERSON DOES - PEOPLE WHO CLEAN UP THE ROAD

Age 17
Yr. 07 No samples
Yr. 01 No samples

20 = OTHER - VAGUE OR NONSENSICAL RESPONSES AND OTHER UNACCEPTABLES THAT DO NOT HAVE AN ESTABLISHED CATEGORY

Age 17
Yr. 07 Fire dept.
Yr. 01 Dept. of Agriculture.

21 = REFERS TO THE CITY, THE COUNTY, THE STATE, THE GOVERNMENT, OR GIVES THE PROPER NAME OF A CITY OR COUNTY

Age 17
Yr. 07 To the city.
Yr. 01 City something.

39 = I DON'T KNOW

3-104009-127-3
PART C

SCORING GUIDE: PART C

Categories and sample responses are listed below.

00 = NO RESPONSE

10 = OTHER - RESPONSES THAT ARE ACCEPTABLE BUT DO NOT HAVE AN ESTABLISHED CATEGORY AND ACCEPTABLE RESPONSES THAT ARE TOO VAGUE TO CATEGORIZE

Age 17
Yr. 07 An animal care center.
Kennel
Yr. 01 Dog kennel.
Kennels

11 = POLICE - POLICE DEPT./STATION

Age 17
Yr. 07 No samples
Yr. 01 Police barracks.

12 = GIVES THE TITLE OF A CITY OR COUNTY OFFICIAL - CITY CLERK, DOG CATCHER

Age 17
Yr. 07 Treasurers office.
Dog catcher office.
County clerk.
Yr. 01 Town clerk.
Clerk's office.
Village treasurer.

13 = STATE, COUNTY, OR MUNICIPAL BUILDING - COURTHOUSE, COUNTY BUILDING, CITY HALL

Age 17
Yr. 07 City county Building.
County court.
Yr. 01 County hall.
Village hall.
County court house.
Municipal building.

Categories and sample responses are listed below.

14 = POUND, HUMANE SOCIETY, A.S.P.C.A., ETC.

Age 17
Yr. 07 Humane Society.
ASPAC
Animal Rescue league.
Dog pond.
Yr. 01 Inquire at Animal Rescue League.
Dept. of Animal Control.
Dog catcher.

15 = REFERS TO THE COUNTY SEAT, THE COUNTY, THE CITY OR GIVES THE PROPER NAME OF A CITY/COUNTY

Age 17
Yr. 07 No samples
Yr. 01 No samples

16 = VETERINARIAN, ANIMAL HOSPITAL

Age 17
Yr. 07 A veterinarian.
Animal clinic.
Yr. 01 Call a veterinarian to find the name of the agency that gives licenses.

17 = PET SHOP

Age 17
Yr. 07 No samples
Yr. 01 No samples

Categories and sample responses are listed below.

20 = OTHER - VAGUE OR NONSENSICAL RESPONSES AND OTHER UNACCEPTABLES THAT DO NOT HAVE AN ESTABLISHED CATEGORY

Age 17
Yr. 07 A place to get licenses for dogs.
License bureau.
Dog Association.
Dog Dept.
Yr. 01 Department of Markets.
License dept. for dogs.
Call information to ask.
Yellow pages.

21 = USES THE WORD ANIMAL AND ADDS THE WORD BUREAU OR DEPARTMENT TO IT

Age 17
Yr. 07 Animal association.
Yr. 01 Animal association.

39 = I DON'T KNOW

A classmate is hungry at lunchtime and has no money or lunch. Which one of the following would you do?

- ○ I probably wouldn't offer him or her part of my lunch.
- ○ I would offer part of my lunch only if he or she asked me for it.
- ● I would offer part of my lunch even if he or she didn't ask me for it.
- ○ It would depend on how hungry I was.

Exercise #: P104016

NAEP #: 104016-717-1

Objective: I. SHOW CONCERN FOR THE WELL-BEING AND DIGNITY OF OTHERS
Subobjective: D. Offer help to others in need.

Exercise Type: Multiple Choice
Scoring Type: Machine
Administration Mode: Group
Stimulus Type: Paced Tape

Overlap: 9
Package-Exercise: 04-06

Timing: (in seconds)
Stimulus: 26
Response: 25
Exercise Total: 51

Do you think girls and boys should be allowed to play on the same baseball team?

● Yes

○ No

○ I don't know.

Exercise #: P105001

NAEP #: 105001-717-1

Objective: I. SHOW CONCERN FOR THE WELL-BEING AND DIGNITY OF OTHERS

Subobjective: E. Support equal opportunity in education, housing, employment, and recreation.

Exercise Type: Multiple Choice
Scoring Type: Machine
Administration Mode: Group
Stimulus Type: Paced Tape

Overlap: 9
Package-Exercise: 04-14

Timing: (in seconds)
Stimulus: 9
Response: 11
Exercise Total: 20

As we know, there are groups in our country who don't have the same chance to get as good an education as other groups. Unequal chances for education can affect our whole country.

List four ways it would help our country if everyone could get a good education.

1. ____

____

____

2. ____

____

____

3. ____

____

____

4. ____

____

____

Exercise #: R105002
Yr.1 Rel: U217, U404

NAEP #: 105002-127-23

Objective: I. SHOW CONCERN FOR THE WELL-BEING AND DIGNITY OF OTHERS
Subobjective: E. Support equal opportunity in education, housing, employment, and recreation.
Objective: IV. PARTICIPATE IN DEMOCRATIC CIVIC IMPROVEMENT
Subobjective: D. Participate in local, state, and national governmental processes.

Theme: ATTITUDES
Subtheme: Belief in the worth of the individual.

Exercise Type: Open Ended
Scoring Type: Semi-Professional
Administration Mode: Group
Stimulus Type: Paced Tape

Overlap:	13	17
1975-1976 Package-Exercise:	06-26	04-12
1969-1970 Package-Exercise:	13-15	10-15

Timing: (in seconds)		
Stimulus:	20	21
Response:	61	123
Exercise Total:	81	144

3-105002-127-23

SCORING GUIDE

Categories and sample responses are listed below.

00 = NO RESPONSE

10 = OTHER - RESPONSES THAT ARE ACCEPTABLE BUT DO NOT HAVE AN ESTABLISHED CATEGORY AND ACCEPTABLE RESPONSES THAT ARE TOO VAGUE TO CATEGORIZE

Age 13
Yr. 07 It would help us to grow stronger.
There would be more communication.
There would be more ideas.
We'd have more people with good minds that wouldn't be wasted.
More people could help do more things to improve.
More would be given a better chance in live.
Yr. 01 It would help the blind and cripples.
Make our country a better place to live.
Trouble would cease.
Age 17
Yr. 07 There would be a greater numbr of people who would be aware of our problems; therfore they could help overcome them.
We could work on more of Americas problems.
People could communicate better.
I think we could develop our country more.
Much stronger nation
More advanced country
Yr. 01 Knowledge would probably relieve tension in our coutry.
More people could understand world problems.
We could have a stronger nation.
Everyone would be more critical of certain policies.
Better communication between people and government.
Better society

Categories and sample responses are listed below.

11 = INTERPERSONAL ATTITUDES - LESS PREJUDICE (RACE RIOTS), PEOPLE WOULD BE MORE EQUAL, PEOPLE WOULD UNDERSTAND EACH OTHER BETTER, MORE WILLING TO HELP OTHERS

Age 13
Yr. 07 People would understand other people better.
We would be equal on the educational level.
Because different races would mix more.
We wouldn't be against each other.
Everybody would be getting an equal chance to do what they want.
More harmony among us all.
Yr. 01 It would help the people learn to respect others.
Everyone would cooperate together.
We would get along better together.
Communication with each other would be better.
There wouldn't be discrimination against minority groups.
Age 17
Yr. 07 It would educate people so they would understand people better and it would take away their ignorance and fear of people of other races, especially if integrated schools.
Less division of classes, according to race or sex.
Less racism
There would be more people able to work with the poor.
More concern for people and things.
People would not be termed as outcasts.
Yr. 01 The race problem would have improved for the better.
Better relations with other people.
Everyone would be almost equal.
Give people a feeling of better equlity.
There would be more understanding between everyone.

Categories and sample responses are listed below.

12 = PERSONAL - IMPROVE SELF-CONCEPT, INCREASE MOTIVATION TO ACHIEVE, CAN MAKE BETTER DECISIONS, LESS DRUG ADDICTION, IMPROVED CULTURAL LIFE

Age 13
Yr. 07 Someone with the right training could be a genius.
People couldn't be taken advantage of us easily.
People would have better common sense.
No one would have to take pity on himself because of a poor education he got.
It would help them gain their goal in live.
Yr. 01 People would be more organized.
Could solve problems better.
Better personality.
More people could be what they want to be.
Better outlook on life.
People would be happier.
Age 17
Yr. 07 With more knowledge people would respect themselves more.
More people would make better decisions.
People would have more skills and feel confident about themselves.
More educational and cultural based activities.
Maybe less kids would be involved with drugs if they had a good education to think about.
With a better education people could help their own situation.
Yr. 01 They would also know how to apply themselves in many ways.
It would provide peace of mind and better morale to the citizen.
Teach them to find out more about their own ability.
People would have a better knowledge and understand the problems and try to solve them.
It would help people make better judgements.
Better satisfaction of man with himself.

Categories and sample responses are listed below.

13 = EMPLOYMENT - WOULD IMPROVE THE SKILL OF OUR LABOR FORCE, PEOPLE CAN GET GOOD/BETTER/DECENT JOBS, REDUCE UNEMPLOYMENT (DOES NOT INCLUDE WHAT PEOPLE DO WITH THEIR MONEY)

Age 13

Yr. 07 Everyone could have the same opportunity to get a job.
People would have a little more income.
It would help more people have a better opportunity to a good job.
If they got a good job because of their education they could earn more money.
Good jobs for all races.

Yr. 01 Have better jobs.
Increase average income.
More people working.
There'd be equal chances to get a job.
Better job opportunities.
Everybody could get jobs.

Age 17

Yr. 07 People would be able to get better jobs.
Everyone would be more qualified for better job.
Everyone would then have the equal chance to get a good job, raise themselves up in society.
It would lead to better jobs and less unemployment.

Yr. 01 To get more money for working.
People could get better jobs and therefore make more money.
There would be more people who could have respectable jobs.
We would have more people in professional jobs.
Increase in our income.

Categories and sample responses are listed below.

14 = ECONOMIC - IMPROVE/INCREASE PRODUCTIVITY AND INCREASE COMMERCIAL ACTIVITY, IMPROVE THE SKILL OF THE LABOR FORCE, REDUCE WELFARE, RESPONSES THAT DEAL WITH MONEY--REFERENCES TO THE FACT THAT PEOPLE COULD BUY MORE, AND RESPONSES TELLING WHAT PEOPLE WOULD BUY (MORE/BETTER FOOD, BETTER HOUSING)

Age 13

Yr. 07 It would help our economy.
There would be less poverty.
Better products of industry because better people are working.
There wouldn't be anybody that needed welfare.
There would be fewer slums.
It would help the poor economic situation.
Educated farmers would be able to grow more food.

Yr. 01 There wouldn't be so much poverty.
There would be more teachers.
More production.
Wouldn't be paying taxes for people not working.
The quality of the work would be better.
Production would increase with education.
The government would not have to support so many on welfare.

Age 17

Yr. 07 We would have more skilled people in certain professions.
It would raise the standard of living.
There would not be as many slums.
More improvements in businesses and factories financially.
Better quality work.
There might not be as many poor.
Less welfare for our government.

Yr. 01 Enhance economic growth of nation.
Increase skill levels of nation.
Better means of living.
The standard of living would be a lot better.
Better living conditions.

Categories and sample responses are listed below.

15 = GOVERNMENT - IMPROVE CRITICAL THINKING OF PEOPLE WHEN THEY VOTE, BETTER GOVERNMENT LEADERS, BETTER GOVERNMENT, BETTER UNDERSTANDING OF NATIONAL PROBLEMS, IMPROVED CITIZENSHIP

Age 13

Yr. 07 The country would be run more intelligently.
There would be more smarter people in politics.
A better government because more people with better brains would be working.
More people would be more wiser in understanding politics.
More people would vote better.
Smart people to run as our representatives in supreme court.

Yr. 01 Make better citizens.
Better laws for our country.
Better government.
More people would take part in the National affairs of our country.
Better democracy.
Better politicians to run our government.

Age 17

Yr. 07 people would understand Gov't better.
We would all know what the politicians were saying.
More understanding of our laws.
More knowledge in the Government.
More political involvement.
We would have a much stronger government.

Yr. 01 A good education makes a better citizen.
Education is necessary to protect democracy.
More people could have a say in politics.
Make a better more perceptive voting public.
They could help lead the contry.
A better government ran by better people.

Categories and sample responses are listed below.

16 = INTERNATIONAL - HELP OUR IMAGE IN OTHER COUNTRIES, INFLUENCE/IMPROVE OUR RELATIONS WITH OTHER COUNTRIES, HELP THE PEOPLE OF OTHER COUNTRIES

Age 13
Yr. 07 We could handle affairs with other countries.
We could help other nations to help themselves.
Someone with right education could help countries stop fighting.
There would be more people to think of ways to help the world.
More peace between countryes.
We would have better trade with other countries.
Yr. 01 We would stay ahead of other countries.
US more educated than other countries.
Make better appearance on our country.
More peace in the world.
We'd have better relations with other countries.
Less wars.
Age 17
Yr. 07 Awareness of the lives of people of other nations. This allows for better foreign relations.
We have a better understanding of the world and its problem.
People would understand more of what people are talking about in foreign relations.
We would be able to send more people around the world and maybe have better relations.
Yr. 01 We could help people in other countries.
Make a better name for the country.
Better the American Image.
Less ignorance, thus a more peaceful world in which to live.

Categories and sample responses are listed below.

17 = ENVIRONMENTAL - MORE AWARE OF OR MORE ABLE/WILLING TO DO SOMETHING ABOUT PROBLEMS WHICH AFFECT THE QUALITY OF LIFE (POPULATION EXPLOSION, POLLUTION, CONSERVATION)

Age 13
Yr. 07 There would be more workers to do smart things like stopping pollution.
We might find out a new solutions for the hazards of America. A cleaner America because more people would understand the problem and do something about it.
People would be smart enough to know better than to pollute.
Yr. 01 Solve pollution problem.
People would help build towns prettier.
Help keep yards cleaner.
Age 17
Yr. 07 Higher intelligence helps scientists to find more ways to fight pollution.
People would know about birth control so the population rate would hopefully go down.
With more educated people, they could solve some of our countries problems such as pollution and such.
People would have enough sense or respect not litter.
Yr. 01 Better conservation of resources.
Population prolems might be eased.
Birth rate would be controlled because the poeple wouldn't be so ignorant.

18 = SCIENCE AND TECHNOLOGY - A GENERAL REFERENCE TO IMPROVING/EXPANDING OUR SCIENCE AND TECHNOLOGY (CURE DISEASES)

Age 13
Yr. 07 There would be new ideas for science research.
There would be more research done.
There would be more deseases cured.
We could have better industries.
They could find out new ways to grow food.
There would be more things made up, inventions.
Yr. 01 We'd know more about space.
We could have more people in the scientific field.
Be better buildings if they know how to build better.
More electronic engineers.
Better farm machinery.

Categories and sample responses are listed below.

18 = (CONTINUED)

Age 17
Yr. 07 Help the growth of our country technically.
Make discoveries in medicine, space exploration etc.
There would be more scientists and technicians.
More highly trained doctors to help people.
Further research in agriculture and farming.
Yr. 01 Increased achievements in such fields as science, medicine, space etc.
More scientists for research in areas of medicine.
New agricultural methods could be developed.
Diseases (some types) would be lessened.
It would help us during wartime if more smart people worked in the plants which produce our war supplies.

19 = GENERAL LESS CRIME, VIOLENCE, RIOTING

Age 13
Yr. 07 If everyone had a job there will be less violence around the street.
There would not be as many crimes committed.
It would keep bad people out of trouble.
The crime rate would probably go down.
Yr. 01 There wouldn't be any riots in school.
People wouldn't have to use fire arms to get their way.
People wouldn't have to steal.
There wouldn't be as much crime.
Wouldn't have problems with riots.
Less fights.
Age 17
Yr. 07 It would slow down vandalism and crime.
Fewer inner city blood baths between rival "street-gangs".
Fewer jobless - less crime.
There wouldn't be so much crime due to the fact that the "criminals" would be doing honest work.
Yr. 01 There would be less reason for people to riot.
No so much crime.
Would be fewer riots and demonstrations.
It would help do away with much of our riots and student unrest, because this is one cause of disturbances.
When poorly educated people have no jobs, they are idle, and "kill time" by robbing and.

Categories and sample responses are listed below.

20 = OTHER - VAGUE OR NONSENSICAL RESPONSES AND OTHER UNACCEPTABLES THAT DO NOT HAVE AN ESTABLISHED CATEGORY

Age 13

Yr. 07 We would know all the solutions.
More different people.
The world would be a lot smarter.
To fight in wars.
Army.
And help the country.
Everyone would be just as smart as the next guy.
I don't think it would help because more people would be looking for jobs.

Yr. 01 Would there be enough jobs for everyone?
There would be smarter people.
They can come up here every year and they can go to thirty second avenue.
They uneducated could not feel and do their among the education.
Nation would have better educated people.
People would be smarter.
Unequal chances for an education do not hurt the country.

Age 17

Yr. 07 You could grow up to be a basness man.
Colleges would stay in business.
There wouldn't be so many dumb people.
There wouldn't be outcasts.
A more unique civilization.
You can go on if you have a good education.
There might be more educated people although this is not necessarily beneficial.

Yr. 01 We wouldn't have any dum parents always asking simple questions like how do you spell miles or something like that.
They would know a lot more.
Know why important things.
More travelers to the US.
It would also give us a better change to know many different things.
I think that everyone does have a chance to get a good education if they really want to. It is up to the individual as to whether he gets a good education.

Categories and sample responses are listed below.

21 = MISINTERPRETS QUESTION - A RESPONSE THAT TELLS HOW WE CAN IMPROVE OR EQUALIZE EDUCATION

Age 13
Yr. 07 Get good understanding teachers.
More money from federal government.
More schools in poor cities.
Cut the cost of enrollment fees.
Have colleges for everybody and not cut out the blacks, etc.
Better teachers at public schools.
They should have more private schools.
Yr. 01 Bringing children into other schools.
More boarding places.
Have more schools.
Make buses go pick them up.
Age 17
Yr. 07 Teach the prisoners in jail.
No neglection everyone is excepted where Black, white, Bright, no so bright.
Donate money and books.
Have better educational facilities.
Teacher to spend more time with student.
Less political red tape.
Yr. 01 Give more scholarships to students in a lower income bracket.
Supply an equal amount of money from the gov't for each school.
Use money spent in Viet Nam for more educational programs.
Better teachers, not the old fashioned type.

39 = I DON'T KNOW

75

Should women get the same pay as men for doing the same work?

● Yes

○ No

○ I don't know.

Exercise #: R105004

NAEP #: 105004-717-123

Objective: I. SHOW CONCERN FOR THE WELL-BEING AND DIGNITY OF OTHERS

Subobjective: E. Support equal opportunity in education, housing, employment, and recreation.

Exercise Type: Multiple Choice
Scoring Type: Machine
Administration Mode: Group
Stimulus Type: Paced Tape

Overlap:	9	13	17
Package-Exercise:	04-28	08-23	10-22
Timing: (in seconds)			
Stimulus:	8	4	4
Response:	11	11	8
Exercise Total:	19	15	12

77

Do you feel a family should be able to move into a part of town where people of a different skin color live?

○ Only if the people who live in that part of town want the family to move in.

● The family should be able to move in; skin color shouldn't make any difference.

○ The family should not even look for a place to live in that part of town.

○ I don't know.

7B

Exercise #: R105013

NAEP #: 105013-717-123

Objective: I. SHOW CONCERN FOR THE WELL-BEING AND DIGNITY OF OTHERS

Subobjective: E. Support equal opportunity in education, housing, employment, and recreation.

Exercise Type: Multiple Choice
Scoring Type: Machine
Administration Mode: Group
Stimulus Type: Paced Tape

Overlap:	9	13	17
Package-Exercise:	04-21	09-20	09-20
Timing: (in seconds)			
Stimulus:	23	24	21
Response:	26	16	8
Exercise Total:	49	40	29

A. Do you think getting a job should depend on your SEX?

○ Yes

● No

○ I don't know.

B. Do you think getting a job should depend on your SKIN COLOR?

○ Yes

● No

○ I don't know.

C. Do you think getting a job should depend on your ABILITIES and SKILLS?

● Yes

○ No

○ I don't know.

D. Do you think getting a job should depend on your POLITICAL OPINIONS?

○ Yes

● No

○ I don't know.

E. Do you think getting a job should depend on your RELIGION?

○ Yes

● No

○ I don't know.

Exercise #: R105024

NAEP #: 105024-717-23

Objective: I. SHOW CONCERN FOR THE WELL-BEING AND DIGNITY OF OTHERS

Subobjective: E. Support equal opportunity in education, housing, employment, and recreation.

Exercise Type: Multiple Choice
Scoring Type: Machine
Administration Mode: Group
Stimulus Type: Paced Tape

Overlap:		13	17
Package-Exercise:		09-06	09-06
Timing: (in seconds)			
Part A	Stimulus:	5	5
	Response:	11	8
	Total:	16	13
Part B	Stimulus:	5	4
	Response:	11	8
	Total:	16	12
Part C	Stimulus:	6	5
	Response:	11	8
	Total:	17	13
Part D	Stimulus:	5	5
	Response:	11	8
	Total:	16	13
Part E	Stimulus:	4	4
	Response:	11	8
	Total:	15	12
Exercise Total:		80	63

A. An ex-convict applies for a job where you work. The ex-convict is qualified for the job.

Would you recommend consideration of the ex-convict's application?

● Yes
○ No

○ I don't know.

B. A physically handicapped person applies for a job where you work. The handicapped person is qualified for the job.

Would you recommend consideration of the handicapped person's application?

● Yes
○ No

○ I don't know.

Exercise #: R105045

NAEP #: 105045-717-3

Objective: I. SHOW CONCERN FOR THE WELL-BEING AND DIGNITY OF OTHERS

Subobjective: E. Support equal opportunity in education, housing, employment, and recreation.

Exercise Type: Multiple Choice
Scoring Type: Machine
Administration Mode: Group
Stimulus Type: Paced Tape

Overlap: 17
Package-Exercise: 10-20

Timing: (in seconds)
Part A Stimulus: 13
Response: 11
Total: 24
Part B Stimulus: 13
Response: 11
Total: 24
Exercise Total: 48

B3

A. A 68 year old person applies for a job where you work. The person is qualified for the job.

Would you recommend consideration of the 68 year old person's application?

● Yes

○ No

○ I don't know.

B. A 15 year old person applies for a job where you work. The person is qualified for the job.

Would you recommend consideration of the 15 year old person's application?

● Yes

○ No

○ I don't know.

Exercise #: R105046

NAEP #: 105046-717-3

Objective: I. SHOW CONCERN FOR THE WELL-BEING AND DIGNITY OF OTHERS

Subobjective: E. Support equal opportunity in education, housing, employment, and recreation.

Exercise Type: Multiple Choice
Scoring Type: Machine
Administration Mode: Group
Stimulus Type: Paced Tape

Overlap: 17
Package-Exercise 10-13

Timing: (in seconds)
Part A Stimulus: 13
Response: 11
Total: 24
Part B Stimulus: 12
Response: 11
Total: 23
Exercise Total: 47

85

A. DOES the President have the right to stop the radio, television and newspapers from saying bad things about him?

○ Yes

● No

○ I don't know.

B. SHOULD the President have the right to stop the radio, television and newspapers from saying bad things about him?

○ Yes

● No

○ I don't know.

Exercise #: R201003

NAEP #: 201003-717-123

Objective:	II.	SUPPORT JUST LAW AND THE RIGHTS OF ALL INDIVIDUALS
Subobjective:	A.	Understand the need for law.
Subobjective:	B.	Recognize and value constitutional rights and liberties.

Exercise Type:	Multiple Choice
Scoring Type:	Machine
Administration Mode:	Group
Stimulus Type:	Paced Tape

Overlap:		9	13	17
Package-Exercise:		04-07	09-23	09-23
Timing: (in seconds)				
Part A	Stimulus:	14	9	8
	Response:	15	15	8
	Total:	29	24	16
Part B	Stimulus:	14	8	7
	Response:	15	15	8
	Total:	29	23	15
Exercise Total:		58	47	31

A. Does Congress have the right to pass a law that every adult in the country has to double the amount of income tax paid to the government?

● Yes
○ No

○ I don't know.

B. Does Congress have the right to pass a law to establish a national church?

○ Yes
● No

○ I don't know.

C. Does Congress have the right to pass a law that a newspaper cannot criticize the President or Congress?

○ Yes
● No

○ I don't know.

Exercise #: R201005

NAEP #: 201005-717-23

Objective: II. SUPPORT JUST LAW AND THE RIGHTS OF ALL INDIVIDUALS
Subobjective: A. Understand the need for law.
Subobjective: B. Recognize and value constitutional rights and liberties.
Objective: III. KNOW THE MAIN STRUCTURE AND FUNCTIONS OF THEIR GOVERNMENTS
Subobjective: B. Understand the organization and function of federal and state governments.

Exercise Type: Multiple Choice
Scoring Type: Machine
Administration Mode: Group
Stimulus Type: Paced Tape

Overlap:	13	17
Package-Exercise:	09-09	09-09
Timing: (in seconds)		
Part A Stimulus:	9	8
Response:	15	11
Total:	24	19
Part B Stimulus:	5	5
Response:	15	10
Total:	20	15
Part C Stimulus:	7	7
Response:	16	11
Total:	23	18
Exercise Total:	67	52

NOTE: Objectives for this exercise differed by part: Part A - III-B, Part B - II-B, Part C - II-B.

A. Could a court in the United States decide that the United States should declare war on another country?

○ Yes
● No

○ I don't know.

B. Could a court in the United States decide whether a man has taken another person's idea for a new invention?

● Yes
○ No

○ I don't know.

C. Could a court in the United States decide whether a woman had been unfairly denied a job which a man had gotten?

● Yes
○ No

○ I don't know.

Exercise #: R201026

NAEP #: 201026-717-23

Objective: II. SUPPORT JUST LAW AND THE RIGHTS OF ALL INDIVIDUALS
Subobjective: A. Understand the need for law.
Objective: III. KNOW THE MAIN STRUCTURE AND FUNCTIONS OF THEIR GOVERNMENTS
Subobjective: B. Understand the organization and function of federal and state governments.

Exercise Type: Multiple Choice
Scoring Type: Machine
Administration Mode: Group
Stimulus Type: Paced Tape

Overlap:		13	17
Package-Exercise:		09-07	09-07
Timing: (in seconds)			
Part A	Stimulus:	7	7
	Response:	16	11
	Total:	23	18
Part B	Stimulus:	8	7
	Response:	15	11
	Total:	23	18
Part C	Stimulus:	8	7
	Response:	15	11
	Total:	23	18
Exercise Total:		69	54

In our country today, are all people treated fairly under the law?

○ Yes

● No

○ I don't know.

Exercise #: R201028

NAEP #: 201028-717-3

Objective: II. SUPPORT JUST LAW AND THE RIGHTS OF ALL INDIVIDUALS
Subobjective: A. Understand the need for law.
Subobjective: B. Recognize and value constitutional rights and liberties.

Exercise Type: Multiple Choice
Scoring Type: Machine
Administration Mode: Group
Stimulus Type: Paced Tape

Overlap: 17
Package-Exercise: 10-21

Timing: (in seconds)
Stimulus: 4
Response: 8
Exercise Total: 12

A. Do we need rules on the playground?

● Yes *(Go to B)*

○ No *(Go to C)*

○ I don't know. *(Go to D)*

B. *(If Yes to A)* Why? ______________________________

____

(Go to D)

C. *(If No to A)* Why not? ______________________________

____

(Go to D)

D. Do grownups need rules of any kind?

● Yes *(Go to E)*

○ No *(Go to F)*

○ I don't know. *(Go to the next exercise)*

E. *(If Yes to D)* Why? ______________________________

____

(Go to the next exercise)

F. *(If No to D)* Why not? ______________________________

____

Exercise #: R201031
Yr.1 Rel: R015

NAEP #: 201031-127-1

Objective: II. SUPPORT JUST LAW AND THE RIGHTS OF ALL INDIVIDUALS
Subobjective: A. Understand the need for law.

Theme: KNOWLEDGE
Subtheme: Political science.

Exercise Type: Open Ended
Scoring Type: Semi-Professional
Administration Mode: Individual
Stimulus Type: No Paced Tape

Overlap: 9
1975-1976 Package-Exercise: 05-06
1969-1970 Package-Exercise: 10-06

Timing: (in seconds)
Part A Stimulus: *
Response: *
Total: *
Part B Stimulus: *
Response: *
Total: *
Part C Stimulus: *
Response: *
Total: *
Part D Stimulus: *
Response: *
Total: *
Part E Stimulus: *
Response: *
Total: *
Part F Stimulus: *
Response: *
Total: *
Exercise Total: *

*No paced tape was used for this individually administered exercise.

SCORING GUIDE: PART B

Categories and sample responses are listed below.

00 = NO RESPONSE

10 = OTHER - RESPONSES THAT ARE ACCEPTABLE BUT DO NOT HAVE AN ESTABLISHED CATEGORY AND ACCEPTABLE RESPONSES THAT ARE TOO VAGUE TO CATEGORIZE

Age 9
Yr. 07 There might be some people doing things to people who are playing.
Help us.
Because there is a lake over here by school.
Yr. 01 No samples

11 = PROTECT AGAINST/PREVENT PHYSICAL INJURY

Age 9
Yr. 07 If children did as they pleased they could get hurt.
It's a safety precaution cause people can get hurt on the playground.
So we don't get hurt.
You might have a bad accident.
It would be safer for the kids and make the playground more beautiful.
Yr. 01 So other kids don't get hurt.
for your safety - you could get hurt if there wasn't rules.
To protect children.
If there weren't rules somebody could get hurt.
So people can play safe.

12 = PROTECT AGAINST/PREVENT PROPERTY DAMAGE

Age 9
Yr. 07 If someone is playing chase and grabs a person by the back of the coat it can tear it.
Because they might break the toys.
Maybe we'd break a window.
Yr. 01 Because if someone breaks something or hurts somebody, they have to be punished for doing something bad.
To keep it neat and not let things get broken.
Without rules people would be messing up and breaking things.
They might break windows playing ball.

Categories and sample responses are listed below.

13 = PREVENT PEOPLE FROM PLAYING ROUGH/FIGHTING

Age 9
Yr. 07 So people don't get too rough.
Because if there weren't any rules, everybody would fight and throw rocks.
So people don't throw bottles.
If you don't everybody would be pushing, kicking and shoving.
So kids don't start swinging swings at the other kids.
Yr. 01 So kids don't fight and get in trouble.
If no rules people might be knocked down and hurt.
Everyone would be fighting and would run into the street.
Some kids throw rocks and sticks at each other otherwise.
You must not fight because you could get hurt.

14 = PREVENT/AVOID TROUBLE, SO PEOPLE WILL KNOW WHAT THEY CAN AND CAN'T DO

Age 9
Yr. 07 Because if we didn't have any rules everybody would be going everywhere and wouldn't be doing what they were supposed to do.
So when you are new you know what to do.
So trouble won't be made.
If we didn't have rules we could do anything we wanted and that wouldn't be right.
So you won't light fires.
Yr. 01 All the kids would do something bad and run off.
Because people are doing things they shouldn't do.
So you can follow them.
Because the kids throw candy and bubble gum paper on the ground.
It's just like children on a ship, unless there are drills for everyone, grownups will die if the ships sink.

Categories and sample responses are listed below.

20 = OTHER - VAGUE OR NONSENSICAL RESPONSES AND OTHER UNACCEPTABLES THAT DO NOT HAVE AN ESTABLISHED CATEGORY

Age 9
Yr. 07 Because if somebody gets hurt the mothers will yell at the principal.
Yr. 01 Cause if you don't the kids will go to the store.
So we can play.
Cause you might go to the office and get suspended.
For the teacher.

21 = STATES A RULE BUT DOESN'T GIVE A REASON FOR THE RULE

Age 9
Yr. 07 You can't beat up people.
Don't throw rocks.
Dont get playground dirty.
Obey teachers.
Be safe.
Yr. 01 No samples

39 = I DON'T KNOW

SCORING GUIDE: PART C

Categories and sample responses are listed below.

00 = NO RESPONSE

20 = OTHER - VAGUE OR NONSENSICAL RESPONSES AND OTHER UNACCEPTABLES THAT DO NOT HAVE AN ESTABLISHED CATEGORY

Age 9
Yr. 07 When you fight you have to go to the principal's office.
Yr. 01 You should be able to do what you want.
There's nothing - there's not wrong with the playground.
Cause your supposed to know yourself.
You should be able to do what you want.

39 = I DON'T KNOW

3-201031-127-1
PART E

SCORING GUIDE: PART E

Categories and sample responses are listed below.

00 = NO RESPONSE

10 = OTHER - RESPONSES THAT ARE ACCEPTABLE BUT DO NOT HAVE AN ESTABLISHED CATEGORY AND ACCEPTABLE RESPONSES THAT ARE TOO VAGUE TO CATEGORIZE

Age 9
Yr. 07 If they don't have rules they won't be civilized either.
They wouldn't tell the kids rules if they didn't have rules.
Because they might treat their children wrong.
Cause grown up can be just like kids and do the same things.
Should have rules too - for taxes and things like that.
Yr. 01 So they can take care of us.
Can't get too drunk.
Because they aren't better than kids.

11 = PROTECT AGAINST/PREVENT INJURIES/ACCIDENTS - INCLUDES ANY REFERENCE TO TRAFFIC LAWS AND GENERAL REFERENCES TO PROTECTING THEM/OTHERS

Age 9
Yr. 07 To keep them from having accidents
They have to have rules like stop signs, if they don'they'll run into other cars.
If one of the grownups get too drunk they could run into the side of the road.
They could do things that are unsafe if they didn't.
Because people would get killed.
So they don't hurt anyone.
Yr. 01 To do some job they can get hurt too.
Speed limit when they drive.
Protect people from the deeds of others.
Fathers, like construction workers, need rules so they don't get hurt.
For traffic so their won't be as many wrecks.
Keep our country safe to live in.

Categories and sample responses are listed below.

12 = PREVENT/AVOID FIGHTING/RIOTING

Age 9
Yr. 07 Cause mothers and fathers might fight.
They'd get into fights just like us.
Cause sometimes they don't get along too.
So that people won't fight over their own homes and yards.
So they won't get into fights or speed.
Yr. 01 They could get in fights too.
So they won't start fights on the street.
Without rules they'd be like little kids and fighting.
Because they fight.
They could get hurt if they fight.

13 = TO PREVENT THEM FROM COMMITTING SPECIFIC CRIMES

Age 9
Yr. 07 Some people take drugs - we need rules because they need to stop.
So they don't shoot anybody
Stealing, murder and all that -- need laws against that.
If they didn't have rules they could murder people, rob banks and all.
Because people go mad and take a gun and shoot others and that's not right to do that.
People might rob or kill more if there wasn't any.
Yr. 01 Because you wouldn't want to go around everybody killing themselves or each other.
Sometimes they might steal something - they would have to make a rule for them to go to jail.
Some people kidnap smaller people.
Because if they didn't they wouldn't get a job, they'd just steal money without doin nothin
So they don't do anything too bad like steal.
We would have lots of robbers around town.

Categories and sample responses are listed below.

14 = SO PEOPLE WILL KNOW WHAT THEY CAN DO AND CAN'T DO/PREVENT/AVOID TROUBLE

Age 9
Yr. 07 They have laws governing criminal acts to protect the victim.
If everybody did what they wanted there wouldn't be peace.
They have to obey just like us kids do.
Some of them have to have rules because they don't know what to do - they do things bad.
They need guiding just like we do.
Yr. 01 So they will know what to do to help teach their kids.
So they don't break the law.
They might break the law or something.
So they do what they're supposed to do.
They might do something wrong.

20 = OTHER - VAGUE OR NONSENSICAL RESPONSES AND OTHER UNACCEPTABLES THAT DO NOT HAVE AN ESTABLISHED CATEGORY

Age 9
Yr. 07 If the husband tells the wife not to wreck the car. And she better mind.
Because my grandfather says "your grandmother is absolutely nuts she never smiles.
Because they talk a lot.
Yr. 01 If they go to Bingo they have rules.
So people don't get mad.
To play cards by.
Cause they got to pay the taxes or else they go to jail.
If they don't follow rules the mother worrys about them.

21 = STATES A RULE BUT DOES NOT GIVE A REASON FOR THE RULE

Age 9
Yr. 07 Don't kill, don't steal.
Don't drive fast and don't steal.
On buses - do not smoke.
Don't hurt each other.
You can't drive without a liceense - you have to have one to drive.
Yr. 01 Not to start fires

39 = I DON'T KNOW

SCORING GUIDE: PART F

Categories and sample responses are listed below.

00 = NO RESPONSE

20 = OTHER - VAGUE OR NONSENSICAL RESPONSES AND OTHER UNACCEPTABLES THAT DO NOT HAVE AN ESTABLISHED CATEGORY

Age 9
Yr. 07 Cause they're adults; maybe if they work - yea, but if they don't well if they're not in school.
They know more than we do and can take care of themselves.
They've learned by now since they've been through school; they can obey what they want to obey.
They're big people. They know what they're doing.
They big enough to understand.
Yr. 01 They don't act like us - they are their own boss.
Because they're big enough to do what they want.
Because I never seen anybody doing nothing where I live they don't do nothing wrong.
They know how to help self.
Just cause they don't need rules.

39 = I DON'T KNOW

A. **Suppose you and your parents wanted to go to another state. Would your parents have to get permission from the government?**

(If student interprets "state" to be another "country," or "government" to mean "governor" say, "Suppose you and your parents wanted to go from (student's state) to (a distant well-known state), would your parents have to ask somebody in the government, like the Mayor, or the police, or the Governor, or the President, before they could go?")

○ **Yes** *(Go to B)*

● **No** *(Go to C)*

○ **I don't know.** *(Go to the next exercise)*

B. *(If Yes to A)* **Why?** ______________________________

____

____

(Go to the next exercise)

C. *(If No to A)* **Why not?** ______________________________

____

____

Exercise #: R202001
Yr.1 Rel: U012

NAEP #: 202001-127-1

Objective: II. SUPPORT JUST LAW AND THE RIGHTS OF ALL INDIVIDUALS
Subobjective: B. Recognize and value constitutional rights and liberties.

Theme: KNOWLEDGE
Subtheme: Political science.

Exercise Type: Open Ended
Scoring Type: Semi-Professional
Administration Mode: Individual
Stimulus Type: No Paced Tape

Overlap: 9
1975-1976 Package-Exercise: 05-20
1969-1970 Package-Exercise: 11-09

Timing: (in seconds)
Part A Stimulus: *
Response: *
Total: *
Part B Stimulus: *
Response: *
Total: *
Part C Stimulus: *
Response: *
Total: *
Exercise Total: *

*No paced tape was used for this individually administered exercise.

SCORING GUIDE: PART B

Categories and sample responses are listed below.

00 = NO RESPONSE

10 = OTHER - REPONSES THAT ARE ACCEPTABLE BUT DO NOT HAVE AN ESTABLISHED CATEGORY AND ACCEPTABLE RESPONSES THAT ARE TOO VAGUE TO CATEGORIZE

Age 9
Yr. 07 No samples
Yr. 01 No samples

11 = REFERENCES TO MILITARY PERSONNEL'S HAVING TO GET PERMISSION

Age 9
Yr. 07 On the AFB you have to have permission.
My father is in the army and we move different places. We can't move without permission.
Yr. 01 My father is in the US SERVICE. He would have to get permission to leave headquarters in Texas.
My dad is in the service and he only moves with permission of the government.

12 = REFERENCES TO CRIMINALS, PEOPLE ON PROBATION, OR GENERAL STATEMENTS ABOUT PEOPLE WHO HAVE DONE SOMETHING BAD HAVING TO GET PERMISSION

Age 9
Yr. 07 Because they might have killed somebody and they would try to get out of the state.
Yr. 01 When you steal a car have to get permission to go places because my daddy been in prison.

20 = OTHER - VAGUE OR NONSENSICAL RESPONSES AND OTHER UNACCEPTABLES THAT DO NOT HAVE AN ESTABLISHED CATEGORY

Age 9
Yr. 07 Because you wouldn't have a ticket and you don't live in the other state.
Because they have to pay off the land if they move.
Yr. 01 Because they have to work.
Your father's boss may not want you to leave.

3-202001-127-1
PART B

Categories and sample responses are listed below.

21 = IMPLICATION THAT THE GOVERNMENT KEEPS TRACK, THE GOVERNMENT, GOVERNOR, THEY, OR HE NEEDS TO KNOW

Age 9
Yr. 07 So the government knows they won't be in the state no more. They need a permit.
To take the amount out of the population of the state.
So they can mark your name off the telephone book and like they won't count you in Texas.
Yr. 01 The government is keeping record of where you live, they need to know any time you move around even if it is only a short time.
Because so the government will know where they are going.
Well, because they probably would want to know if you are going to another state because they count the people sometimes and there would be some missing.

22 = INDICATIONS THAT THE GOVERNMENT HAS THE AUTHORITY TO KEEP YOU OUT OR TO SAY NO, STATEMENTS INDICATING YOU WILL GET INTO TROUBLE IF YOU DON'T TELL

Age 9
Yr. 07 They could get sued or something for not having permission.
Its against the law to cross the border without permission.
They ask the president when and if they can go and he says yes or no.
Yr. 01 You'll go to jail if you don't.
Before you can go you have to show them you have the money.
You're supposed to tell the government.
If we didn't they wouldn't let us go.

23 = THE GOVERNMENT WILL PROVIDE INFORMATION/SERVICE

Age 9
Yr. 07 So you can get a job.
So you can get a house.
Because they could have a discase without us knowing it.
Maybe they had a law you had to know.
Yr. 01 Because they could check your home so bad people wouldn't get in.
The government might give you some money to get gas, clothes and food.
So the government can tell someone they are coming.

Categories and sample responses are listed below.

24 = REFERENCES TO THE VALUE OF SOMEONE KNOWING WHERE TO LOCATE YOU - BEEN IN AN ACCIDENT, FORWARD MAIL, TROUBLE OF SOME KIND, IF YOU GET LOST

Age 9	
Yr. 07	They might have important papers to be delivered and no one will know where to send them.
	So their job would know and nobody would think they were dead.
	Cause the mail man would still be giving them mail and the newspapers would still be giving them papers and they'd have to go all the way back to High Point if the bank didn't tell them.
Yr. 01	Because your mail would go to your old house and you wouldn't be there.
	So if somebody would like to know were you are the government can give your address.
	In case of accident they'd know her name and where she's from.

39 = I DON'T KNOW

SCORING GUIDE: PART C

Categories and sample responses are listed below.

00 = NO RESPONSE

10 = OTHER - RESPONSES THAT ARE ACCEPTABLE BUT DO NOT HAVE AN ESTABLISHED CATEGORY AND ACCEPTABLE RESPONSES THAT ARE TOO VAGUE TO CATEGORIZE

Age 9
Yr. 07 You should be able to go somewhere without the government knowing.
It's public to go from one place to another.
Should be able.
Yr. 01 You should be able to go to another state if they want to.
They wouldn't like to have to go all the way to the government just to travel.

11 = IT'S A FREE COUNTRY, YOU HAVE THE RIGHT, IT'S NOT A LAW

Age 9
Yr. 07 People are free to do anything that's not against the law.
It's a free country, you can go anywhere you want.
We can go anywhere we want to because we're free.
You're free to go where you want.
Yr. 01 Because they can go where they want because they're not breaking a law.
The government does not tell the people where to go. They are free.
The country's free and no one can tell you what to do except paying taxes.
Because this is a free country and things like that don't need to be done.
It's a free country and you don't have to have permission to go from state to state.

Categories and sample responses are listed below.

12 = YOU CAN GO ANYWHERE YOU LIKE, YOU DON'T NEED PERMISSION

Age 9
Yr. 07 We can move like anybody else; we don't have to have permission.
They only have to do that when they are going out of the country.
All you have to do is pick up your stuff and go.
They didn't have to ask to come why do they have to ask to go.
Because they can leave if they want to.
Yr. 01 Because they can go wherever they want.
Because they can live anywhere they want.
In this country parents and you do not have to have permission to go to other states.

13 = THE GOVERNMENT DOESN'T WANT OR NEED TO KNOW

Age 9
Yr. 07 Cause the government don't have to know if your going to another state or not.
Because the government hasn't said we have to.
Because the president doesn't have to know where you're going.
Yr. 01 Because the government doesn't care if you go to another state or not.
In the U.S. the government doesn't care.
The government doesn't care if you move. It's our own business.
The governor doesn't care if you move or not.
Government doesn't need to know.

Categories and sample responses are listed below.

14 = NO ONE ELSE'S BUSINESS, WE ARE RESPONSIBLE FOR OURSELVES

Age 9
Yr. 07 They can't tell us what to do.
The government doesn't rule that kind of thing.
Because the government doesn't own us.
It's your business where you want to live.
He isn't the head of everybody - he can't say, "It's time to go to bed now."
Yr. 01 Cause it doesn't have that much power.
Because it isn't the government's responsibility if they go someplace.
They're on their own judgement and risk of going.
Not the government's business where they go.
It's none of his business.

15 = RELATES A PERSONAL EXPERIENCE OF GOING SOMEWHERE AND NOT HAVING TO GET PERMISSION (DOES NOT INCLUDE A REASON WHY)

Age 9
Yr. 07 Because we went on trips and we didn't have to tell them.
Because when we went to Utah we didn't have to get permission.
The last time we went to Ranch we didn't have to get permission.
When we go to another state my mom doesn't tell the governor.
Because we went to New Hampshire and we haven't had no trouble.
Yr. 01 Because every year we go to Ohio and we don't ask.
Because we've done it before.
Because we moved to Florida and we didn't ask.
We just went to Texas.
When my parents moved they didn't need permission.

Categories and sample responses are listed below.

16 = ALL STATES BELONG TO THE U.S.A., REFERENCES TO THE FACT THAT THE STATES MAKE UP A UNIFIED WHOLE

Age 9
Yr. 07 The other states are just the same.
It isn't like going out of the country we'd still be in the US.
Because it's the same country.
Because the country is one whole nation and we don't have to ask cause it's a free country.
Yr. 01 You're not going out of the country.
We arent' go to another country.
Because it's still America.
When you leave country you need permission, not state.

20 = OTHER - VAGUE OR NONSENSICAL RESPONSES AND OTHER UNACCEPTABLES THAT DO NOT HAVE AN ESTABLISHED CATEGORY

Age 9
Yr. 07 Because if they had the money to get there they wouldn't have to ask nobody.
Do whatever you want.
They don't rule us.
They have to get permission from somebody else.
They like to go without asking.
Yr. 01 Because the government can tell us what to do.
They can go anything they want.
Cause they would be going on their own money.
Because it's a free world.

3-202001-127-1
PART C

Categories and sample responses are listed below.

21 = STATEMENTS INDICATING IT IS TOO HARD TO DO

Age 9
Yr. 07 There would be too many people asking for permission.
It would take too long.
Everyone would be at the White House trying to get permission.
They'd have to go all the way to ask them, and then the President would say "yes" and they'd have to come all the way back.
If they did how could they talk to the President. Even if they could - so many people would be talking to the President.
Yr. 01 There would be alot of calls if everybody told the government where they wanted to go.
Because the gov. is too far away.
The gov. would be too busy if everyone asked when they wanted to leave the state.
Government can't control all of the states because they are too numerous to regulate.
Because a lot of people go to different states and there would be too many asking the government if they could go.

22 = RESPONSES THAT INDICATE THE STUDENT DEFINED THE WORD STATE AS ANOTHER COUNTRY, REFERENCES TO NOT NEEDING A PASSPORT

Age 9
Yr. 07 If they want to move to another country the gov't doesn't have to know, it's none of their business.
Because people might want to go around the world to learn more about the world.
Yr. 01 No samples

23 = RESPONSES THAT INDICATE PARENTS CAN DO WHAT THEY WANT BECAUSE THEY'RE "ADULTS", "PARENTS"

Age 9
Yr. 07 Because they are grow-ups
Cause they are grown-ups.
Yr. 01 Because they're grown-up.

39 = I DON'T KNOW

A. According to the law, are police allowed to keep an arrested person in jail until they collect the evidence against him, however long that takes?

○ Yes
● No

○ I don't know.

B. According to the law, if it appears that a man cannot receive a fair trial in one town, can the trial be moved to another town?

● Yes
○ No

○ I don't know.

C. According to the law, in a murder trial, must the first twelve persons called for jury duty be accepted as a jury?

○ Yes
● No

○ I don't know.

Exercise #: R202002
Yr.1 Rel: U224, U415

NAEP #: 202002-127-23

Objective: II. SUPPORT JUST LAW AND THE RIGHTS OF ALL INDIVIDUALS
Subobjective: B. Recognize and value constitutional rights and liberties.

Theme: KNOWLEDGE
Subtheme: Political science.

Exercise Type: Multiple Choice
Scoring Type: Machine
Administration Mode: Group
Stimulus Type: Paced Tape

Overlap:	13	17
1975-1976 Package-Exercise:	05-13	05-13
1969-1970 Package-Exercise:	11-15	07-15
Timing: (in seconds)		
Part A Stimulus:	13	11
Response:	6	3
I Don't Know:	10	8
Total:	29	22
Part B Stimulus:	12	11
Response:	6	3
I Don't Know:	10	9
Total:	28	23
Part C Stimulus:	12	10
Response:	6	3
I Don't Know:	10	10
Total:	28	23
Exercise Total:	85	68

115

A. Should people who cannot read or write be allowed to vote?

● Yes
○ No

○ I don't know.

B. Do laws in the United States say that adult men and women must vote?

○ Yes
● No

○ I don't know.

Exercise #: R202004

NAEP #: 202004-717-12

Objective: II. SUPPORT JUST LAW AND THE RIGHTS OF ALL INDIVIDUALS
Subobjective: B. Recognize and value constitutional rights and liberties.

Exercise Type: Multiple Choice
Scoring Type: Machine
Administration Mode: Group
Stimulus Type: Paced Tape

Overlap:		9	13
Package-Exercise:		04-24	08-12
Timing: (in seconds)			
	Part A Stimulus:	10	5
	Response:	16	11
	Total:	26	16
	Part B Stimulus:	11	6
	Response:	16	11
	Total:	27	17
	Exercise Total:	53	33

Suppose a person has just been arrested because the police have evidence that he has stolen some money. Look at the rights listed below. Decide which rights the accused person has now that he is under arrest.

A. Does the accused person have the right to remain silent when police ask questions about the crime?

● Yes

○ No

○ I don't know.

B. Does the accused person have the right to know what he is accused of?

● Yes

○ No

○ I don't know.

C. Does the accused person have the right to see a member of his family before he is jailed?

○ Yes

● No

○ I don't know.

D. Does the accused person have the right to have a lawyer represent him?

● Yes
○ No

○ I don't know.

E. Does the accused person have the right to go free if he returns the stolen money?

○ Yes
● No

○ I don't know.

Exercise #: R202005

NAEP #: 202005-717-23

Objective: II. SUPPORT JUST LAW AND THE RIGHTS OF ALL INDIVIDUALS
Subobjective: B. Recognize and value constitutional rights and liberties.

Exercise Type: Multiple Choice
Scoring Type: Machine
Administration Mode: Group
Stimulus Type: Paced Tape

Overlap:	13	17
Package-Exercise:	09-19	09-19
Timing: (in seconds)		
Introduction:	14	13
Part A Stimulus:	8	6
Response:	15	11
Total:	23	17
Part B Stimulus:	6	5
Response:	15	11
Total:	21	16
Part C Stimulus:	7	6
Response:	15	11
Total:	22	17
Part D Stimulus:	4	4
Response:	15	11
Total:	19	15
Part E Stimulus:	6	10
Response:	15	11
Total:	21	21
Exercise Total:	120	99

1|20

Which one of the following is NOT a constitutional right of American citizens?

○ The right to freedom of speech

○ The right to practice the religion of one's choice

● The right to determine who can purchase and live in the house next door

○ The right to a fair trial when accused of a crime

○ I don't know.

Exercise #: R202017

NAEP #: 202017-717-23

Objective: II. SUPPORT JUST LAW AND THE RIGHTS OF ALL INDIVIDUALS
Subobjective: B. Recognize and value constitutional rights and liberties.

Exercise Type: Multiple Choice
Scoring Type: Machine
Administration Mode: Group
Stimulus Type: Paced Tape

Overlap:	13	17
Package-Exercise:	09-01	09-01
Timing: (in seconds)		
Stimulus:	21	19
Response:	21	20
Exercise Total:	42	39

A. Women should run for public office and take part in the government much the same as men do.

- ● Strongly agree
- ● Agree
- ○ I have no opinion
- ○ Disagree
- ○ Strongly disagree

B. No matter what a man's color, religion, or nationality, if he is qualified for a job he should get it.

- ● Strongly agree
- ● Agree
- ○ I have no opinion
- ○ Disagree
- ○ Strongly disagree

C. It is wrong to criticize our government.

- ○ Strongly agree
- ○ Agree
- ○ I have no opinion
- ● Disagree
- ● Strongly disagree

D. Swimming pools should admit people of all races and nationalities to swim together in the same pool.

● Strongly agree
● Agree
○ I have no opinion
○ Disagree
○ Strongly disagree

E. Citizens must always be free to criticize the government.

● Strongly agree
● Agree
○ I have no opinion
○ Disagree
○ Strongly disagree

F. Hotels are right in refusing to admit people of certain races or nationalities.

○ Strongly agree
○ Agree
○ I have no opinion
● Disagree
● Strongly disagree

G. People who disagree with the government should be allowed to meet and hold public protests.

● Strongly agree
● Agree
○ I have no opinion
○ Disagree
○ Strongly disagree

H. Women should have the same rights as men in every way.

● Strongly agree
● Agree
○ I have no opinion
○ Disagree
○ Strongly disagree

I. People of certain races or religions should be kept out of important positions in our nation.

○ Strongly agree
○ Agree
○ I have no opinion
● Disagree
● Strongly disagree

J. Women should stay out of politics.

○ Strongly agree
○ Agree
○ I have no opinion
● Disagree
● Strongly disagree

K. Most women do not need the right to vote.

○ Strongly agree
○ Agree
○ I have no opinion
● Disagree
● Strongly disagree

L. It is good for a government to be frequently criticized.

● Strongly agree
● Agree
○ I have no opinion
○ Disagree
○ Strongly disagree

1|25

M. When something is wrong, it is better to complain to the government about it than to keep quiet.

- ● Strongly agree
- ● Agree
- ○ I have no opinion
- ○ Disagree
- ○ Strongly disagree

N. War is sometimes the only way in which a nation can save its self-respect.

- ○ Strongly agree
- ○ Agree
- ○ I have no opinion
- ○ Disagree
- ○ Strongly disagree

O. The people in power know best.

- ○ Strongly agree
- ○ Agree
- ○ I have no opinion
- ○ Disagree
- ○ Strongly disagree

P. Talking things over with another nation is better than fighting.

● Strongly agree
● Agree
○ I have no opinion
○ Disagree
○ Strongly disagree

Q. Our nation has its faults like other nations.

● Strongly agree
● Agree
○ I have no opinion
○ Disagree
○ Strongly disagree

R. People should not criticize the government, it only interrupts the government's work.

○ Strongly agree
○ Agree
○ I have no opinion
● Disagree
● Strongly disagree

Exercise #: R202019

NAEP #: 202019-717-23

Objective: II. SUPPORT JUST LAW AND THE RIGHTS OF ALL INDIVIDUALS
Subobjective: B. Recognize and value constitutional rights and liberties.
Subobjective: D. Encourage ethical and lawful behavior in others.
Objective: I. SHOW CONCERN FOR THE WELL-BEING AND DIGNITY OF OTHERS
Subobjective: E. Support equal opportunity in education, housing, employment, and recreation.
Subobjective: F. Are loyal to country, to friends, and to other groups whose values they share.
Objective: III. KNOW THE MAIN STRUCTURE AND FUNCTIONS OF THEIR GOVERNMENTS
Subobjective: E. Recognize and value the existence of political parties, political opposition and interest groups.
Objective: V. UNDERSTAND IMPORTANT WORLD, NATIONAL, AND LOCAL CIVIC PROBLEMS
Subobjective: A. Understand social conflict among individuals, groups, and nations and value non-violent means to achieve peace and social harmony.

Exercise Type: Multiple Choice
Scoring Type: Machine
Administration Mode: Group
Stimulus Type: Paced Tape

Overlap:		13	17
Package-Exercise:		10-03	10-03
Timing: (in seconds)			
Part A	Stimulus:	15	14
	Response:	6	6
	Total:	21	20
Part B	Stimulus:	8	8
	Response:	11	8
	Total:	19	16
Part C	Stimulus:	4	3
	Response:	11	8
	Total:	15	11
Part D	Stimulus:	6	6
	Response:	10	8
	Total:	16	14
Part E	Stimulus:	5	4
	Response:	11	8
	Total:	16	12
Part F	Stimulus:	6	6
	Response:	11	8
	Total:	17	14
Part G	Stimulus:	5	5

	Response:	11	8
	Total:	16	13
Part H	Stimulus:	5	4
	Response:	10	8
	Total:	15	12
Part I	Stimulus:	7	6
	Response:	11	8
	Total:	18	14
Part J	Stimulus:	2	2
	Response:	10	8
	Total:	12	10
Part K	Stimulus:	4	3
	Response:	11	8
	Total:	15	11
Part L	Stimulus:	4	4
	Response:	11	8
	Total:	15	12
Part M	Stimulus:	5	5
	Response:	11	8
	Total:	16	13
Part N	Stimulus:	6	5
	Response:	11	8
	Total:	17	13
Part O	Stimulus:	3	3
	Response:	11	8
	Total:	14	11
Part P	Stimulus:	4	4
	Response:	11	8
	Total:	15	12
Part Q	Stimulus:	4	4
	Response:	10	8
	Total:	14	12
Part R	Stimulus:	6	5
	Response:	11	8
	Total:	17	13
Exercise Total:		288	233

NOTE: Objectives for this exercise differed by part: Part A - I-E, Part B - I-E, Part C - II-B, Part D - I-E, Part E - II-B, Part F - I-E, Part G - II-B, Part H - I-E, Part I - I-E, Part J - I-E, Part K - I-E, Part L - III-E, Part M - III-E, Part N - V-A, Part O - II-D, Part P - V-A, Part Q - I-F,V-A, Part R - III-E.

1|3D

After a long trial, a person is acquitted of burglary. The district attorney believes that this person should be retried because of the overwhelming evidence of guilt. Which one of the following is a constitutional obstacle to retrial?

○ The ban on cruel and unusual punishment
○ The privilege of the fifth amendment against self-incrimination
○ The guarantee of trial by jury
● The ban on double jeopardy

○ I don't know.

Exercise #: R202022

NAEP #: 202022-717-3

Objective: II. SUPPORT JUST LAW AND THE RIGHTS OF ALL INDIVIDUALS
Subobjective: B. Recognize and value constitutional rights and liberties.

Exercise Type: Multiple Choice
Scoring Type: Machine
Administration Mode: Group
Stimulus Type: Paced Tape

Overlap: 17
Package-Exercise: 10-10

Timing: (in seconds)
Stimulus: 30
Response: 16
Exercise Total: 46

132

A member of the Communist party is accused of trying to kill a member of Congress. The Communist refuses to testify on the grounds that he might incriminate himself. Does he have to testify in court?

○ Yes, because Communists are a threat to the United States.

○ Yes, if the prosecutor can show proof that he did try to kill the Congressman.

● No, because he is protected by an amendment to the Constitution.

○ I don't know.

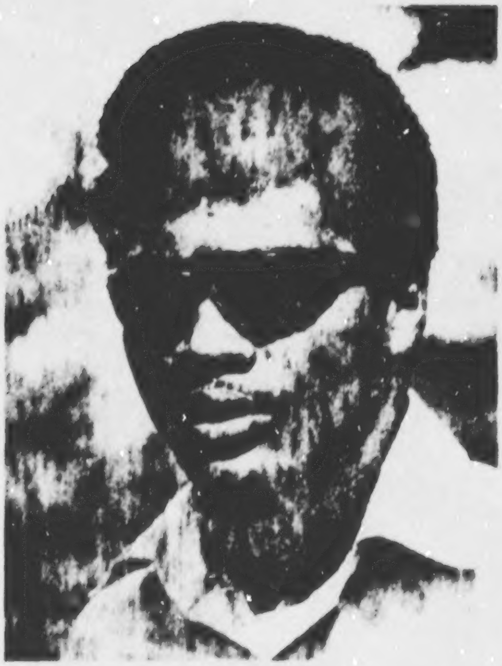
Exercise #: [illegible]203001

NAEP #: 203001-717-23

Objective: II. SUPPORT JUST LAW AND THE RIGHTS OF ALL INDIVIDUALS
Subobjective: C. Defend rights and liberties of all kinds of people.
Subobjective: B. Recognize and value constitutional rights and liberties.

Exercise Type: Multiple Choice
Scoring Type: Machine
Administration Mode: Group
Stimulus Type: Paced Tape

Overlap:	13	17
Package-Exercise:	09-13	09-13
Timing: (in seconds)		
Stimulus:	30	28
Response:	26	20
Exercise Total:	56	48



A. Look at the picture above. This 27 year old man is married and lives in the city where he works in a factory.

Should he have the right to vote?

● Yes

○ No

○ I don't know.

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B. Look at the picture above. This woman is married and has three children. She doesn't believe in God and teaches her children not to believe in God.

Should she have the right to vote?

● Yes

○ No

○ I don't know.

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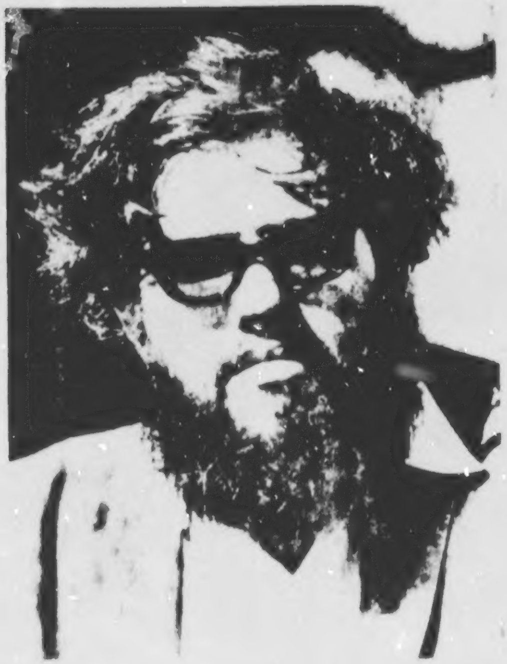

C. Look at the picture above. This man is 25 years old. He is married and lives in the city. His wife works to earn money. He is unemployed.

Should he have the right to vote?

● Yes

○ No

○ I don't know.

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Exercise #: R203016

NAEP #: 203016-717-123

Objective: II. SUPPORT JUST LAW AND THE RIGHTS OF ALL INDIVIDUALS
Subobjective: C. Defend rights and liberties of all kinds of people.
Subobjective: B. Recognize and value constitutional rights and liberties.

Exercise Type: Multiple Choice
Scoring Type: Machine
Administration Mode: Group
Stimulus Type: Paced Tape

Overlap:		9	13	17
Package-Exercise:		04-05	10-21	10-19
Timing: (in seconds)				
Part A	Stimulus:	16	12	11
	Response:	16	16	11
	Total:	32	28	22
Part B	Stimulus:	18	14	13
	Response:	16	16	11
	Total:	34	30	24
Part C	Stimulus:	19	14	12
	Response:	16	17	11
	Total:	35	31	23
Exercise Total:		101	89	69

A. Does the President ALWAYS have to obey the laws of the United States?

● Yes
○ No

○ I don't know.

B. Does a judge ALWAYS have to obey the laws of the United States?

● Yes
○ No

○ I don't know.

C. Does an army general ALWAYS have to obey the laws of the United States?

● Yes
○ No

○ I don't know.

Exercise #: R203021

NAEP #: 203021-717-123

Objective: II. SUPPORT JUST LAW AND THE RIGHTS OF ALL INDIVIDUALS
Subobjective: C. Defend rights and liberties of all kinds of people.
Subobjective: A. Understand the need for law.

Exercise Type: Multiple Choice
Scoring Type: Machine
Administration Mode: Group
Stimulus Type: Paced Tape

Overlap:		9	13	17
Package-Exercise:		04-04	09-02	09-02
Timing: (in seconds)				
Part A	Stimulus:	10	6	5
	Response:	16	11	7
	Total:	26	17	12
Part B	Stimulus:	9	5	5
	Response:	16	11	7
	Total:	25	16	12
Part C	Stimulus:	11	5	5
	Response:	16	11	7
	Total:	27	16	12
Exercise Total:		78	49	36

Below are descriptions of people doing things that sometimes offend other people. For each situation, mark whether you think the person should or should not have the right to take the action described.

		Should have the right	Should not have the right	I don't know.
A.	A soldier off duty is demonstrating to protest our country's taking part in a war.	●	○	○
B.	A man is writing a letter to a newspaper saying that Blacks should not be allowed to vote in his state.	●	○	○
C.	A woman is speaking at a community meeting, urging that a law be passed that restricts the number of children a family can have.	●	○	○
D.	A man is campaigning on television for candidates of the American Nazi Party.	●	○	○

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Exercise #: R203023

NAEP #: 203023-717-3

Objective: II. SUPPORT JUST LAW AND THE RIGHTS OF ALL INDIVIDUALS
Subobjective: C. Defend rights and liberties of all kinds of people.
Subobjective: B. Recognize and value constitutional rights and liberties.

Exercise Type: Multiple Choice
Scoring Type: Machine
Administration Mode: Group
Stimulus Type: Paced Tape

Overlap: 17
Package-Exercise: 10-07

Timing: (in seconds)

Introduction:		12
Part A	Stimulus:	6
	Response:	11
	Total:	17
Part B	Stimulus:	7
	Response:	11
	Total:	18
Part C	Stimulus:	9
	Response:	11
	Total:	20
Part D	Stimulus:	6
	Response:	11
	Total:	17
Exercise Total:		84

For each group below, mark whether you think the group should or should not be allowed to hold public meetings in order to present its views.

		Should be allowed	Should not be allowed	I don't know.
A.	The American Civil Liberties Union (ACLU)	●	○	○
B.	The American Federation of Teachers (AFT)	●	○	○
C.	The American Nazi Party	●	○	○
D.	The Black Panthers	●	○	○
E.	The Communist Party	●	○	○
F.	The Gay Liberation Front	●	○	○
G.	The John Birch Society	●	○	○
H.	The Ku Klux Klan (KKK)	●	○	○
I.	The National Organization for Women (NOW)	●	○	○
J.	The Socialist Party	●	○	○
K.	The Students for a Democratic Society (SDS)	●	○	○

Exercise #: R203024

NAEP #: 203024-717-3

Objective: II. SUPPORT JUST LAW AND THE RIGHTS OF ALL INDIVIDUALS
Subobjective: C. Defend rights and liberties of all kinds of people.
Subobjective: B. Recognize and value constitutional rights and liberties.

Exercise Type:	Multiple Choice
Scoring Type:	Machine
Administration Mode:	Group
Stimulus Type:	Paced Tape

Overlap: 17
Package-Exercise: 10-11

Timing: (in seconds)

Introduction:		8
Part A	Stimulus:	5
	Response:	8
	Total:	13
Part B	Stimulus:	4
	Response:	8
	Total:	12
Part C	Stimulus:	2
	Response:	8
	Total:	10
Part D	Stimulus:	2
	Response:	8
	Total:	10
Part E	Stimulus:	2
	Response:	8
	Total:	10
Part F	Stimulus:	2
	Response:	8
	Total:	10
Part G	Stimulus:	2
	Response:	8
	Total:	10
Part H	Stimulus:	3
	Response:	8
	Total:	11
Part I	Stimulus:	5
	Response:	8
	Total:	13
Part J	Stimulus:	2
	Response:	8
	Total:	10
Part K	Stimulus:	5
	Response:	8
	Total:	13
Exercise Total:		130

If there was a new rule in your classroom which you thought was very unfair, what would you do?

(If answer is "I would follow the rule" or "I would ignore the rule" ask, "Is there anything else that you could do?")

Exercise #: R206003
Yr.1 Rel: U018

NAEP #: 206003-127-1

Objective: II. SUPPORT JUST LAW AND THE RIGHTS OF ALL INDIVIDUALS
Subobjective: F. Oppose unjust rules, laws, and authority by lawful means.
Objective: IV. PARTICIPATE IN DEMOCRATIC CIVIC IMPROVEMENT
Subobjective: C. Actively work for civic improvement.
Subobjective: D. Participate in local, state, and national governmental processes.

Theme: ATTITUDES
Subtheme: Belief in the worth of the individual.

Exercise Type: Open Ended
Scoring Type: Semi-Professional
Administration Mode: Individual
Stimulus Type: No Paced Tape

Overlap:	9
1975-1976 Package-Exercise:	05-09
1969-1970 Package-Exercise:	11-18

Timing: (in seconds)

Part A Stimulus:	*
Response:	*
Total:	*
Part B Stimulus:	*
Response:	*
Total:	*
Exercise Total:	*

*No paced tape was used for this individually administered exercise.

SCORING GUIDE

Categories and sample responses are listed below.

000 = NO RESPONSE

110 = OTHER - RESPONSES THAT ARE ACCEPTABLE BUT DO NOT HAVE AN ESTABLISHED CATEGORY AND ACCEPTABLE RESPONSES THAT ARE TOO VAGUE TO CATEGORIZE

Age 9
Yr. 07 Speak to someone who could change it.
Talk it over with some people.
Tell somebody you didn't like the rule and see if it couldn't be changed.
Yr. 01 I would complain about it.
Tell someone about it.
Go up and tell the sister.

111 = PETITION - CIRCULATE OR SIGN

Age 9
Yr. 07 No samples
Yr. 01 Get a group to sign a paper and say there should be a fair one.
I'd get all the people who didn't think it was fair and have them sign a paper.

112 = TALK TO/GET HELP FROM STUDENT COUNCIL/GOVERNMENT

Age 9
Yr. 07 No samples
Yr. 01 Report it to the student council.
Tell the President of our class.

113 = DEMONSTRATE, PROTEST, PICKET, CIVIL DISOBEDIENCE (AN ORGANIZED GROUP ACTIVITY OR SPECIFIES THEY WOULD DISOBEY THE RULE TO MAKE A POINT)

Age 9
Yr. 07 I wouldn't do no schoolwork.
I wouldn't obey it as a means of protest.
Yr. 01 Get a lot of people together and get them to yell, "It is not fair." Teacher would get a headache and break rule if we didn't stop yelling.
Not finish my work.

Categories and sample responses are listed below.

114 = LEGAL ACTION (COURT ACTION), SUE

Age 9
Yr. 07 No samples
Yr. 01 No samples

115 = TALK TO/GET HELP FROM PARENTS, RELATIVES

Age 9
Yr. 07 I would tell it to my mother and father but I guess they wouldn't change anything.
Tell my parents I don't like it.
Probably talk it over with my mother.
Yr. 01 Tell the father and he would write a note to the school.
Tell mother.

116 = USE/THREATEN TO USE THE ELECTION PROCESS - VOTE (INCLUDES CONDITIONAL "IF"), RECALL, REFERENDUM, CAMPAIGN, RUN FOR OFFICE

Age 9
Yr. 07 Try to vote on one rule.
Vote.
You should vote about it.
Yr. 01 I have a democratic teacher who lets us vote on things.
First, I'd ask my friends if they liked the rule then if they didn't, we ask for a vote.
Have a vote with everyone.

117 = JOIN OF FORM A GROUP, TALK TO PEERS, OTHER STUDENTS

Age 9
Yr. 07 Get a group together and see if they like the new rule. Then try to get the rule changed.
I'd try to see how many of the other kids didn't like the rule.
Talk to some other people about it and get their opinion and see what we could do about it.
Yr. 01 Talk it over with other classmates.
Tell other people about it.
Tell everyone I think it is unfair.

Categories and sample responses are listed below.

118 = ONLY GIVES A GENERAL METHOD OF INFLUENCING

Age 9
Yr. 07 I would speak up and say I thought it was unfair.
I would say something about it.
I'd ask for a different kind of rule.
Yr. 01 Say there shouldn't be any rule like that.
Speak up about it.
I'd try to show it wasn't fair to everyone.
I'd say it was unfair.

119 = TALK TO, WRITE TO, ATTEND SCHOOL BOARD MEETINGS

Age 9
Yr. 07 No samples
Yr. 01 No samples

120 = TALK TO/GET HELP FROM THE P.T.A.

Age 9
Yr. 07 No samples
Yr. 01 No samples

121 = TALK TO, WRITE TO, GET IN TOUCH WITH SCHOOL ADMINISTRATORS (PRINCIPAL, VICE-PRINCIPAL, DEAN OF STUDENTS, SUPERINTENDENT)

Age 9
Yr. 07 I'd complain to the principal or the teacher.
I'd sort of like ask the principal to see if he'd change the rule.
Yr. 01 Talk it over with the principal.
Tell the Head of the school.

Categories and sample responses are listed below.

122 = TALK TO, WRITE TO, GET IN TOUCH WITH A MEMBER OF THE SCHOOL FACULTY (TEACHERS, COACHES, GUIDANCE COUNSELORS)

Age 9
Yr. 07 Tell the teacher and maybe she would change it.
Talk to my teacher at recess or after school.
I could go to the teacher and try to prove my point.
Try to get some kids to tell the teacher that we don't like the rule.
Complain about it to person who made it.
I might talk to the person who made that rule and find out why they made it.
Tell whoever made it up that it was unfair.
Yr. 01 Ask teacher to change it.
Raise my head and say it wasn't fair.
Tell the office teacher.
Say to person who made it, That it isn't fair.
I would try to talk to the person who thought the rule up, and try to make it fair.

123 = TRY TO GET THE RULE CHANGED

Age 9
Yr. 07 Change it so that it would be fair to everyone else.
I'd try to change the rule.
Make a new rule.
Yr. 01 Try to stop the rule from going around the whole school.
I would suggest some other rule.

250 = OTHER - VAGUE OR NONSENSICAL RESPONSES AND OTHER UNACCEPTABLES THAT DO NOT HAVE AN ESTABLISHED CATEGORY

Age 9
Yr. 07 I'd say Boo.
Probably sigh.
Play it cool.
Yr. 01 Clean it everyday.
I would get mad at the teacher.
I would do the fair thing.
Learn the rule, probe and if somebody was absent you could tell them the rule.

Categories and sample responses are listed below.

251 = NOTHING I COULD DO, NOTHING WOULD DO ANY GOOD

Age 9
Yr. 07 I couldn't do anything.
I doubt I could do anything.
Couldn't really do anything about - it's up to the teacher what she thinks.
Yr. 01 Couldn't do anything about it.
I couldn't do a thing my teacher would clobber me.

252 = REFERENCES TO DISOBEYING THE RULE, RIOTING, USING VIOLENCE

Age 9
Yr. 07 Get mad - scream. I'd hit the teacher then get the principal.
I wouldn't listen to it.
I wouldn't obey it.
Yr. 01 I'd ignore it and wouldn't obey it.
If I had to follow that rule, don't tell, but most of the time I probably wouldn't follow it.
I would go against the rule.

253 = TRANSFER TO ANOTHER ROOM OR SCHOOL, QUIT SCHOOL

Age 9
Yr. 07 leave school.
Could go to a different school if I didn't like it.
Yr. 01 Go to another school.
Switch schools.
I just wouldn't go to the same school.

254 = FOLLOW/OBEY THE RULE, DO NOTHING, UNQUALIFIED STATEMENT

Age 9
Yr. 07 I'd do it but I wouldn't like the rule.
I'd usually go along with it.
I guess I would have to go along with it.
Just go on and don't say nothing about it.
Yr. 01 I would write down the rule. Listen to the rules.
Just go about it. I would get used to it.
I wouldn't say anything.
Do my work, be nice to the teacher and she'll be nice to me.

399 = I DON'T KNOW

151

What could a person in your community try to do if there were a local law which he considered unjust?

1. ______________________________

____

____

2. ______________________________

____

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3. ______________________________

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Exercise #: R206005

NAEP #: 206005-717-23

Objective: II. SUPPORT JUST LAW AND THE RIGHTS OF ALL INDIVIDUALS
Subobjective: F. Oppose unjust rules, laws, and authority by lawful means.

Exercise Type: Open Ended
Scoring Type: Semi-Professional
Administration Mode: Group
Stimulus Type: Paced Tape

Overlap:	13	17
Package-Exercise:	09-12	09-12
Timing: (in seconds)		
Stimulus:	7	6
Response:	150	121
Exercise Total:	157	127

3-206005-717-23

UNJUST LAW/COMMUNITY

SCORING GUIDE

Categories and sample responses are listed below.

000 = NO RESPONSE

110 = OTHER - RESPONSES THAT ARE ACCEPTABLE BUT DO NOT HAVE AN ESTABLISHED CATEGORY AND ACCEPTABLE RESPONSES THAT ARE TOO VAGUE TO CATEGORIZE

Age 13
Yr. 07 Try to stop that law and get rid of it.
Try to have it changed.
Ask the police about changing it.
He could suggest a better law in its place.
They could suggest changes in the law.
Prove it unjust.
Age 17
Yr. 07 Complain
Criticize

111 = PETITION - CIRCULATE OR SIGN

Age 13
Yr. 07 He could write up a petition and have people in the community sign it then take it to court.
Right a petition.
Take a peition around to withdraw the law.
He could get a patishion signed by the community people.
Age 17
Yr. 07 If you didn't like the way things are get up a petition.
Starting peition if necessary.

112 = CIRCULATE PAMPHLETS, BUMPER STICKERS, BILLBOARDS, POSTERS, BUTTONS

Age 13
Yr. 07 Work for idea i.e., pass pamphlets.
Age 17
Yr. 07 Work for idea i.e., pass pamphlets.

Categories and sample responses are listed below.

113 = DEMONSTRATE, PROTEST, PICKET, CIVIL DISOBEDIENCE (AN ORGANIZED GROUP ACTIVITY OF SPECIFIES THEY WOULD DISOBEY THE RULE TO MAKE A POINT)

Age 13
Yr. 07 Have a strike against it.
He could get a permit to picket.
That person could protest.
Get a lot of people together and they would block some official building so people couldn't get in our out
He could make signs and protest it.
Test case, break the law and bring it to court and try to prove that it is unconstitional.
Age 17
Yr. 07 Demonstrate.
As a last resort you could strike.

114 = LEGAL ACTION (COURT ACTION), SUE

Age 13
Yr. 07 Go to court
If he thought it was unconstititional he could take it to court.
He could bring the laws to the Supreme court of the US and let the nine cheif justice decide.
The person could ask for an appeal for the law.
File a complaint.
They could sue em.
Age 17
Yr. 07 No samples

115 = USE THE MASS MEDIA - APPEAR ON OR WRITE TO THE RADIO, THE TELEVISION; WRITE TO THE NEWSPAPERS

Age 13
Yr. 07 He could write a letter to the editor of his newspaper to protest it.
Write to newspapers to have everyone know about it.
Write about it in the newspaper.
Age 17
Yr. 07 Use mass media.
Write a letter to editor of newspapers.

Categories and sample responses are listed below.

116 = USE/THREATEN TO USE THE ELECTION PROCESS - VOTE (INCLUDES CONDITIONAL "IF"), RECALL, REFERENDUM, CAMPAIGN, RUN FOR OFFICE

Age 13
Yr. 07 Try to have it voted on again.
He could ask a friend to try to run for Mayor or something to try to change the law.
Not to vote for it next time.
Ask the mayor to have the city vote on it, and if it wasn't passed it couldn't be enforced.
He or she could demand to have a vote or a revote on a law.
Age 17
Yr. 07 By voting, making suggestions to authorities.
Being active in campaigns for local offices.

117 = JOIN OR FORM A GROUP, LOBBY, JOIN A POLITICAL PARTY (DOES NOT INCLUDE SPECIFIC REFERENCES TO ELECTION ACTIVITIES)

Age 13
Yr. 07 Try to form a committee of people to help pass a new one.
Age 17
Yr. 07 Form a committee.
Join the party and work.

118 = ONLY GIVES A GENERAL METHOD OF INFLUENCING

Age 13
Yr. 07 He could speak out against it.
Report it to someone.
Send a letter about what he thinks is right.
Go to the meeting and say he didn't like it.
Age 17
Yr. 07 Write letters.
Speak out.
Attend meetings.

Categories and sample responses are listed below.

119 = WRITE TO, SPEAK TO, GET IN TOUCH WITH REPRESENTATIVE, SENATOR, OTHER ELECTED OFFICIAL; INCLUDES GENERAL REFERENCE TO GETTING IN TOUCH WITH SOMEONE HIGHER UP, SOMEONE IN AUTHORITY (ASSUME 'WRITE TO THEM' AND 'TALK TO THEM' IN THIS CATEGORY UNLESS FURTHER EXPLAINED)

Age 13
Yr. 07 Write his congressman and tell his feelings.
He could talk to the people who passed it and tell them he doesn't agree with it.
He could come to a council meeting and protest.
He could go to the mayor and tell him what he thinks.
Age 17
Yr. 07 If you write to them enough.
Talk to them.
Write to them.
Speak to them.
When I grow up--If they have a meeting I could go and tell them my opinion.

120 = TALK TO, WRITE TO, GET IN TOUCH WITH OTHER PEOPLE, DISCUSS THE SITUATION, FIND OUT WHAT OTHER PEOPLE THINK, MEET WITH OTHER PEOPLE

Age 13
Yr. 07 Tell the people he doesn't think its fair.
Get some friends to help him fight it.
Speak out and tell other people about it and ask them to help.
Ask some opinions of other people about what they think about it.
Make the neighborhood get together and try to see what they think about the subject.
Age 17
Yr. 07 Talk to people (assume public).
Speaking with parents.

121 = GENERAL REFERENCES TO GETTING INFORMATION, BECOMING INFORMED/KNOWLEDGEABLE, READING UP ON THE SITUATION

Age 13
Yr. 07 Look and find out how it could be made just.
Age 17
Yr. 07 No samples

Categories and sample responses are listed below.

122 = INFLUENCE THROUGH TAKING ADVANTAGE OF POLITICAL FRIENDSHIPS

Age 13
Yr. 07 My Daddy is on the city council. I know the mayor and chief of police.
Age 17
Yr. 07 You see this very plainly in the precinct where the captain can help you in exchange for your vote.
My Daddy is on the city council. I know the mayor and chief of police.

250 = OTHER - VAGUE OR NONSENSICAL RESPONSES AND OTHER UNACCEPTABLES THAT DO NOT HAVE AN ESTABLISHED CATEGORY

Age 13
Yr. 07 Move out of the State.
He could move to a different community.
Better streets and alleys.
Better schools.
More laws.
He could tear it up.
Try to do something about it.
Age 17
Yr. 07 No samples

251 = BRIBE, OFFER MONEY

Age 13
Yr. 07 No samples
Age 17
Yr. 07 No samples

252 = References to disobeying the law, rioting, using violence

Age 13
Yr. 07 Get a group of people and have a riot and beat some heads together.
He would protest in a violent way.
Do not do what the law said.
Break them.
Age 17
Yr. 07 No samples

Categories and sample responses are listed below.

253 = USE INTIMIDATION

AGE 13
YR. 07 NO SAMPLES
AGE 17
YR. 07 NO SAMPLES

254 = COMPLYING RATHER THAN CHANGING; INCLUDES DOING NOTHING; OBEY IT

Age 13
Yr. 07 They could just let it go.
Try to live with it.
Try to abide by the law the best that he knew how.
Try to make the best of it.
Or he might not do anything about it.
Age 17
Yr. 07 No samples

255 = NOTHING CAN BE DONE

Age 13
Yr. 07 Nothing that I know of.
Age 17
Yr. 07 No samples

399 = I DON'T KNOW

Suppose your school had a rule which you felt was unfair. What could you do to try to get it changed?

1. ______________________________

____

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2. ______________________________

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3. ______________________________

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Exercise #: R206007

NAEP #: 206007-717-23

Objective: II. SUPPORT JUST LAW AND THE RIGHTS OF ALL INDIVIDUALS
Subobjective: F. Oppose unjust rules, laws, and authority by lawful means.

Exercise Type: Open Ended
Scoring Type: Semi-Professional
Administration Mode: Group
Stimulus Type: Paced Tape

Overlap:	13	17
Package-Exercise:	10-09	10-15
Timing: (in seconds)		
Stimulus:	8	7
Response:	150	121
Exercise Total:	158	128

3-206007-717-23

UNJUST SCHOOL RULE

SCORING GUIDE

Categories and sample responses are listed below.

000 = NO RESPONSE

110 = OTHER - RESPONSES THAT ARE ACCEPTABLE BUT DO NOT HAVE AN ESTABLISHED CATEGORY AND ACCEPTABLE RESPONSES THAT ARE TOO VAGUE TO CATEGORIZE

Age 13
Yr. 07 Go to the county seat and see what could be done there.
I would ask why it was made and try to see the fair side but if I couldn't I would show the unfair side.
Try to improve it.
Take it to the government and try to get it straighten out.
Yr. 01 Put it in Dear Abbey
Age 17
Yr. 07 Offer alternative way to accomplish the purpose that the unfair rule tries to do.
Talk to a teacher from another school.
Get information about this rule.
Suggest some kind of alteration.
Hang posters around the school and hold a peaceful protest.
Call newspapers, TV station, etc, and tell them of the situation.
Write an editorial in the school newspaper expressing your views, this is most effective.
Write my congressman.
I would write the president.

Categories and sample responses are listed below.

111 = PETITION - CIRCULATE OR SIGN

Age 13
Yr. 07 Sign a petition asking that the rule be changed since it is unfair.
Get a peition going and get students and teachers to sign it if they agree and give it to the principal with a letter telling him.

Age 17
Yr. 07 Get a petition signed and take it up with the school board.
Circulate a petition in school.
Present a petition to the student council, school board and principal.
Draw up a petition and get it signed by as many students as possible.

112 = GET HELP FROM/TALK TO STUDENT COUNCIL/GOVERNMENT

Age 13
Yr. 07 I would go to the student council representative of my class and ask him or her to talk to the student council about it.
See the student council about having a meeting then talk it over with them.
Let student council know and ask advisors to see if they could get a rule changed.

Age 17
Yr. 07 Get a group of students to express opinions to the Student Council.
Take it to the president.
Go through the student council to have it changed.
Talk to the student coucil rep.
Ask member of student council to bring up at meeting.
Talk to president of my class.

Categories and sample responses are listed below.

113 = DEMONSTRATE, PROTEST, PICKET, CIVIL DISOBEDIENCE (AN ORGANIZED GROUP ACTIVITY OR SPECIFIES THEY WOULD DISOBEY THE RULE TO MAKE A POINT)

Age 13
Yr. 07 Don't go to school until they change it.
Hold a public protest.
Picket.
Age 17
Yr. 07 Have a walk out of school such as a student strike.
Get a group of other students and formally protest the law.
Protest until it is changed.
Directly break the rule with other student to make them aware of the unfair law.
Peaceful demonstration.

114 = LEGAL ACTION (COURT ACTION), SUE

Age 13
Yr. 07 Take it to court.
Age 17
Yr. 07 Test the rule be a model case against it obtain a lawyer to argue in my favor.

115 = TALK TO/GET HELP FROM PARENTS, RELATIVES

Age 13
Yr. 07 Have mothers come up to the school and talk about it.
Talk it over with my parents to see if they could do anything.
Discuss it with relatives, friends, or parents.
Ask my parents what they thought about it.
Age 17
Yr. 07 Organize a parent movement against it.
Try to get parental support against the rule.
Discuss it with my parents and see what they think.
Get parental support.

Categories and sample responses are listed below.

116 = USE/THREATEN TO USE THE ELECTION PROCESS-VOTE (INCLUDES CONDITIONAL "IF"), RECALL, REFERENDUM, CAMPAIGN, RUN FOR OFFICE

Age 13
Yr. 07 Vote (have a teacher and pupils vote).
Have a vote to see if others want it or not.
Have a voting on wether to get rid of it or not.
Age 17
Yr. 07 I'd run for an office in the council and then try to change it.
Would try to vote it out.
Try to have new school board members elected.
Become a member of the student council and try to get it change.
Have the school vote on it.

117 = JOIN OR FORM A GROUP, LOBBY, JOIN A POLITICAL PARTY (DOES NOT INCLUDE SPECIFIC REFERENCES TO ELECTION ACTIVITIES) TALK TO PEERS

Age 13
Yr. 07 Ask your friends if they felt the same or other people.
Get kids together that felt the same way.
I would talk to my classmates about it and to the assistant principal.
Organize a council to try to get it changed.
Age 17
Yr. 07 Organize a group to get it changed.
I would ask the other students their opinion on the rule.
Organize a group that felt the same as I do.
Have an assembly and see how the other students feel about it.
First I would research and see how many other students felt the same way.
Get a majority of students, feeling in a similar way, behind me.

118 = ONLY GIVE A GENERAL METHOD OF INFLUENCING

Age 13
Yr. 07 Have a meeting about it.
Age 17
Yr. 07 Have a meeting about it.
Drop suggestions in main office.
Hold debate.

Categories and sample responses are listed below.

119 = ATTEND, TALK TO, WRITE TO CITY COUNCIL OR SCHOOL BOARD, CITY HALL

Age 13
Yr. 07 Get the parents to go talk to the school board.
Hold a meeting with the school board.
Age 17
Yr. 07 Tell the school board that it was unfair.
Go to the school board and express your opinion.
Talk to the school board as one or with a group.
Get a group of people that feel the same way and go to a board meeting to discuss it.
Attend the next school board meeting and tell them you think its unfair.

120 = GET HELP FROM/TALK TO THE P.T.A.

Age 13
Yr. 07 Bring it up at a PTA meeting.
Age 17
Yr. 07 if necessary present your point of fiew at a parent-teacher meeting.
Get help from the PTA.
Talk to the parents to go talk at PTA meetings.

121 = TALK, WRITE, OR GO TO/GET HELP FROM SCHOOL ADMINISTRATORS OR OFFICIALS (PRINCIPAL, VICE-PRINCIPAL, DEAN OF STUDENTS, SUPERINTENDENT)

Age 13
Yr. 07 Go to the person who made the rule and discuss why its unfair.
Go to the office and have a talk.
Tell your superentenant.
Tell the principal you think its unfair.
Age 17
Yr. 07 Go to the principal and ask him to take action.
Confront the administration with a group of students and parents to discuss the rule.
I would get a group of people together and go to the principal.
Talk to the administration.

Categories and sample responses are listed below.

122 = TALK, WRITE, OR GO TO/GET HELP FROM A MEMBER OF THE SCHOOL FACULTY (TEACHERS, COACHES, GUIDANCE COUNSELORS)

Age 13
Yr. 07 Tell our parents to talk to the teachers.
First talk to my teacher to tell me what to do.
To ask the councilor for his opinion. Talk over why I feel its wrong and what we can do about it.
Talk to the teachers to see if they like the rule.
Age 17
Yr. 07 Talk to the teachers and see if they think it's fair.
Speak to teachers, counselors, principal.
Tell my counselor.
Attend student-teacher meetings and voice my opinions.
Complain to teachers and officials.

250 = OTHER - VAGUE OR NONSENSICAL RESPONSES AND OTHER UNACCEPTABLE RESPONSES THAT DO NOT HAVE AN ESTABLISHED CATEGORY

Age 13
Yr. 07 Instead of having hall passes they could have guards at each restroom.
Age 17
Yr. 07 If school board didn't change it I would.
Graduate.
Don't really care.
Make obscene phone calls to the principal.
Bribe the school legislatures.

251 = THERE'S NOTHING THAT CAN BE DONE

Age 13
Yr. 07 Maybe you couldn't do nothing about it.
Age 17
Yr. 07 I don't know because the other times the students have tried this before it didn't work.
In this school you can't do anything to change rules.

Categories and sample responses are listed below.

252 = GENERAL REFERENCES TO DISOBEYING THE RULE WITHOUT SPECIFYING A REASON, RIOTING, USING VIOLENCE, THREATS OF VIOLENCE

Age 13
Yr. 07 Break it.
Do it all the time so they will let us do it.
Break the rule as many times as I want to.
Age 17
Yr. 07 Refuse to follow it!
Get alot of students to break the rule enough to where there's serious trouble and they'd consider banning it.
If all else fails disobey the rule.
Ignore the rule.
Use physical force in changing the rule.
Hold a teacher at ransom.

253 = QUIT SCHOOL, TRANSFER

Age 13
Yr. 07 Not to go to the school.
I would transfer to another school.
Quit school.
Age 17
Yr. 07 Not go to school.
If that didn't work I would go to a different school.
And if none of the above worked and the rule was that bad I would probably try to change schools.

254 = COMPLYING WITH RATHER THAN CHANGING, INCLUDES REFERENCES TO NOT DOING ANYTHING; OBEY IT

Age 13
Yr. 07 I would follow them.
If nothing works then you just have to go along with it.
Age 17
Yr. 07 Just live with the rule and try not to break it.
Nothing cause I don't care I just follow it.
Just do nothing.
I would not bother after that if it don't work.
Not try to change it and go a lone with it.

399 = I DON'T KNOW

A. Can laws be changed?

● Yes

○ No

○ I don't know.

B. Should unfair laws be changed?

● Yes

○ No

○ I don't know.

Exercise #: P206012

NAEP #: 206012-717-123

Objective: II. SUPPORT JUST LAW AND THE RIGHTS OF ALL INDIVIDUALS
Subobjective: F. Oppose unjust rules, laws, and authority by lawful means.
Objective: III. KNOW THE MAIN STRUCTURE AND FUNCTIONS OF THEIR GOVERNMENTS
Subobjective: B. Understand the organization and function of federal and state governments.

Exercise Type: Multiple Choice
Scoring Type: Machine
Administration Mode: Group
Stimulus Type: Paced Tape

Overlap:	9	13	17
Package-Exercise:	04-15	09-25	09-25
Timing: (in seconds)			
Part A Stimulus:	7	3	3
Response:	10	11	8
Total:	17	14	11
Part B Stimulus:	7	3	3
Response:	10	11	8
Total:	17	14	11
Exercise Total:	34	28	22

NOTE: Objectives for this exercise differed by part: Part A - III-B, Part B - II-F.

Generally the law does not allow the police to search somebody's house without written permission from a judge. Why do we have this law?

○ To limit searches to police officers

● To protect people's right to privacy

○ To give a person time to find a lawyer

○ To keep people from getting rid of evidence

○ To allow the owner of the house to watch the search

○ I don't know.

Exercise #: R227003
Yr.1 Rel: U226

NAEP #: 227003-127-2

Objective: II. SUPPORT JUST LAW AND THE RIGHTS OF ALL INDIVIDUALS
Subobjective: F. Oppose unjust rules, laws, and authority by lawful means.
Subobjective: B. Recognize and value constitutional rights and liberties.

Theme: KNOWLEDGE
Subtheme: Political science.

Exercise Type: Multiple Choice
Scoring Type: Machine
Administration Mode: Group
Stimulus Type: Paced Tape

Overlap:	13
1975-1976 Package-Exercise:	06-07
1969-1970 Package-Exercise:	07-12

Timing: (in seconds)

Stimulus:	24
Response:	11
I Don't Know:	6
Exercise Total:	41

172

What is the name of the President of the United States? *(Pause)* Can you tell me what his name is?

Exercise #: R300001
Yr.1 Rel: R024

NAEP #: 300001-127-1

Objective: III. KNOW THE MAIN STRUCTURE AND FUNCTIONS OF THEIR GOVERNMENTS
Subobjective: B. Understand the organization and function of federal and state governments.

Theme: KNOWLEDGE
Subtheme: Political science.

Exercise Type: Open Ended
Scoring Type: Semi-Professional
Administration Mode: Individual
Stimulus Type: No Paced Tape

Overlap: 9
1975-1976 Package-Exercise: 05-07
1969-1970 Package-Exercise: 11-17

Timing: (in seconds)
Stimulus: *
Response: *
Total: *
Exercise Total: *

*No paced tape was used for this individually administered exercise.

3-300001-127-1

SCORING GUIDE

Categories and sample responses are listed below.

00 = NO RESPONSE

11 = NIXON, RICHARD NIXON (1969 only)
FORD, GERALD FORD (1975 only)

Age 9
Yr. 07 General Ford
Mr. Ford
Gerald Ford
President Ford
Yr. 01 President Nixon
Mr. Nixon
Richard Nixon

20 = OTHER - VAGUE OR NONSENSICAL RESPONSES AND OTHER UNACCEPTABLES THAT DO NOT HAVE AN ESTABLISHED CATEGORY

Age 9
Yr. 07 Puflit
Henry Ford
Ford-Dixon
George Kennedy
Gerald Lincoln
Yr. 01 Robert Nixon
Robert Nixon
Martin Luther King
Dixon
No Christopher Columbus.

3-300001-127-1

Categories and sample responses are listed below.

21 = NAMES A PAST PRESIDENT

Age 9
Yr. 07 Abraham Lincoln
Nixon
John Kennedy
George Washington
Yr. 01 Johnson
George Washington
Kennedy
Lincoln
President Johnson

22 = NAMES ANOTHER ELECTED OFFICIAL

Age 9
Yr. 07 Rizzo
Governor Carrole
Yr. 01 Stokes
President Lindsay
Humphrey
Agnew
George Wallace

39 = I DON'T KNOW

In the blanks below write the last names of the persons now holding these offices in the United States government. (Don't worry about exact spelling.)

1. President ______________________________
2. Vice-President ______________________________
3. Secretary of State ______________________________
4. Secretary of Defense ______________________________
5. Speaker of the House ______________________________
6. Senate Majority Leader ______________________________
7. Chief Justice of the Supreme Court ______________________________
8. & 9. The two senators from your state

   1. ______________________________

   2. ______________________________

10. Congressman from your district

   ____

Exercise #: R300002
Yr.1 Rel: R255, R444

NAEP #: 300002-127-23

Objective: III. KNOW THE MAIN STRUCTURE AND FUNCTIONS OF THEIR GOVERNMENTS
Subobjective: B. Understand the organization and function of federal and state governments.

Theme: KNOWLEDGE
Subtheme: Political science.

Exercise Type: Open Ended
Scoring Type: Semi-Professional
Administration Mode: Group
Stimulus Type: Paced Tape

Overlap:	13	17
1975-1976 Package-Exercise:	05-05	05-05
1969-1970 Package-Exercise:	09-18	05-18

Timing: (in seconds)			
Introduction:		10	9
Part A	Stimulus:	1	1
	Response:	6	8
	Total:	7	9
Part B	Stimulus:	1	1
	Response:	6	6
	Total:	7	7
Part C	Stimulus:	1	1
	Response:	6	6
	Total:	7	7
Part D	Stimulus:	1	1
	Response:	6	5
	Total:	7	6
Part E	Stimulus:	1	1
	Response:	7	7
	Total:	8	8
Part F	Stimulus:	1	1
	Response:	6	6
	Total:	7	7
Part G	Stimulus:	2	2
	Response:	7	7
	Total:	9	9
Part H	Stimulus:	2	2
	Response:	14	11
	Total:	16	13
Part I	Stimulus:	2	1
	Response:	22	43
	Total:	24	44
Exercise Total:		102	119

SCORING GUIDE

Categories and sample responses are listed below.

1. PRESIDENT

00 = NO RESPONSE

11 = ACCEPTABLE RESPONSES

Age 13
Yr. 07 Ford, Gerald Ford
Yr. 01 Nixon, Richard Nixon
Age 17
Yr. 07 Ford, Gerald Ford
Yr. 01 Nixon, Richard Nixon

20 = OTHER UNACCEPTABLE RESPONSES

Age 13
Yr. 07 Wendell Ford
Is spose to take care of the Problems in other countries.
Henry Ford
Yr. 01 Kitter
Nic
Johnny
ritcherd
Age 17
Yr. 07 Henry Ford
Robert Ford
Richard Ford
Yr. 01 Johnny

Continuation of
Citizenship / Social Studies

3-300002-127-23

Categories and sample responses are listed below.

21 = NAMES A PAST PRESIDENT

Age 13
Yr. 07 Nixon
Yr. 01 Washington
Johnson
Age 17
Yr. 07 Nixon
Yr. 01 Johnson

22 = NAMES ANOTHER ELECTED OFFICIAL

Age 13
Yr. 07 No samples
Yr. 01 No samples
Age 17
Yr. 07 McGovern
Bob Kennedy
Yr. 01 No samples

39 = I DON'T KNOW

Categories and sample responses are listed below.

2. VICE PRESIDENT

0 = NO RESPONSE

1 = ACCEPTABLE RESPONSES

Age 13
Yr. 07 1975: Rockefeller, Nelson A. Rockefeller
Yr. 01 1969: Agnew, Spiro T. Agnew
Age 17
Yr. 07 Nelson Rockefeller
Yr. 01 Spiro T. Agnew

2 = UNACCEPTABLE RESPONSES

Age 13
Yr. 07 Kissenger
Agnew
Spiral Agnew
George Wallace
Trumen
Yr. 01 Humfrey
Rockefeller
Licder
Age 17
Yr. 07 Humphie
Wallase
Shriver
Agnew
Yr. 01 President
Hubert
Reagan
Eisenhower
Humphrey
Rockefeller
Muskey

9 = I DON'T KNOW

Categories and sample responses are listed below.

3. SECRETARY OF STATE

0 = NO RESPONSE

1 = ACCEPTABLE RESPONSES

Age 13
Yr. 07 1975: Kissinger, Henry A. Kissinger
Yr. 01 1969: Rogers, William P. Rogers
Age 17
Yr. 07 William P. Rogers
Yr. 01 Henry Kissinger

2 = UNACCEPTABLE RESPONSES

Age 13
Yr. 07 Mrs. Ford
McGruder
Me
Yr. 01 Melvin Laird
Dean Rusk
Dean Russ
Clifford
Age 17
Yr. 07 Butz
Byrd
Alfred
Agnew
Yr. 01 Rusk
Mansfield
Laird
Smith

9 = I DON'T KNOW

Categories and sample responses are listed below.

4. SECRETARY OF DEFENSE

0 = NO RESPONSE

1 = ACCEPTABLE RESPONSES

Age 13
Yr. 07 1975: Schlesinger, James R. Schlesinger
Rumsfeld, Donald Rumsfeld
Yr. 01 1969: Laird, Melvin R. Laird
Age 17
Yr. 07 Rumsfeld, Donald
Yr. 01 Melvin R. Laird

2 = UNACCEPTABLE RESPONSES

Age 13
Yr. 07 Kissenger
Samual Irwin
Sesgerer
Butz
Yr. 01 Clark
O'Conner
Johnson
Hansworth
Age 17
Yr. 07 General McArthur
Nelsson
Meaning
Proxmeir
Yr. 01 McNamara
Clifford
White
Harriman

9 = I DON'T KNOW

Categories and sample responses are listed below.

5. SPEAKER OF THE HOUSE

0 = NO RESPONSE

1 = ACCEPTABLE RESPONSES

Age 13
Yr. 07 1975: Albert, Carl Albert
Yr. 01 1969: McCormack, John W. McCormack
Age 17
Yr. 07 Carl Albert
Yr. 01 John W. McCormack

2 = UNACCEPTABLE RESPONSES

Age 13
Yr. 07 My father.
Kisser
Mom and dad.
Mr. Gilber Alarcon
Yr. 01 Mother
Parther
Owner
Representative
Age 17
Yr. 07 Mills
Rockaffella
Anderson
Yr. 01 Ford
Agnew
Lindsay

9 = I DON'T KNOW

Categories and sample responses are listed below.

6. SENATE MAJORITY LEADER

0 = NO RESPONSE

1 = ACCEPTABLE RESPONSES

Age 13
Yr. 07 1975: Mansfield, Mike Mansfield
Yr. 01 1969: Mansfield, Mike Mansfield
Age 17
Yr. 07 Mike Mansfield
Yr. 01 Mike Mansfield

2 = UNACCEPTABLE RESPONSES

Age 13
Yr. 07 Mrs. Rose Alarcon
Rhodes
Yr. 01 Proccaane
Mayor
Lindsay
Tait
Age 17
Yr. 07 Johnny Carson
O'Brien
Democrats
Yr. 01 Kennedy
Agnew
Fullbright

9 = I DON'T KNOW

Categories and sample responses are listed below.

7. CHIEF JUSTICE OF THE SUPREME COURT

0 = NO RESPONSE

1 = ACCEPTABLE RESPONSES

Age 13
Yr. 07 1975: Burger, Warren Earl Burger
Yr. 01 1969: Warren, Earl Warren
Age 17
Yr. 07 Burger, Warren Earl
Yr. 01 Warren, Earl

2 = UNACCEPTABLE RESPONSES

Age 13
Yr. 07 Earl
George Meany
helps soule peoples problems.
Rizzo
Douglas
Judge Sirica
Yr. 01 Abe Fortas
Lansworth
Braggi
Mr. Colenay
Martis
Marshell
Balath
There is none.
Duggan
Age 17
Yr. 07 Douglas
Ziegler
Harding
Butts
Yr. 01 Black
Fortas
Douglas
Simple Simon

9 = I DON'T KNOW

3-300002-127-23

Categories and sample responses are listed below.

8. AND 9. STATE SENATORS

0 = NO RESPONSE

*1 = ACCEPTABLE RESPONSES

2 = UNACCEPTABLE RESPONSES

Age 13
Yr. 07 Holeshouser (NC)
Hunt (NC)
Bayde (NC)
My dad. (CA)
Yr. 01 Hanley (NY)
Ted Kenedy (NY)
Rockefeller (NY)
Mr. Marchi (NY)
Mr. Pachino (NY)
Age 17
Yr. 07 Tex Ritter (TX)
Carey (NY)
Jackson (NY)
Yr. 01 Agnew (NY)
White (NY)
They haven't done anything worthwhile enough to note their names. (NY)
Reagon (CA)

9 = I DON'T KNOW

NOTE: *A list of the senators for each state was attached to the scoring guide for both years.

Categories and sample responses are listed below.

10. CONGRESSMAN FROM YOUR DISTRICT

0 = NO RESPONSE

*1 = ACCEPTABLE RESPONSES

2 = UNACCEPTABLE RESPONSES

Age 13
Yr. 07 Ray (IA)
John Kuhl (IA)
Anwar Sedat (IL)
Perlman (PA)
Yr. 01 Alexander (NY)
Sissmen (NY)
Beame (NY)
Abrahm (NY)
Schon (NY)
Age 17
Yr. 07 Mizell (NC)
Smith (ME)
Hathaway (ME)
Huddleston (KY)
Yr. 01 Daley (IL)
Ogilvie (IL)
Sugerman (NY)
Moses Weinstein (NY)
Brandywine (NY)

9 = I DON'T KNOW

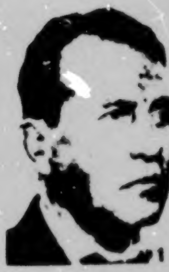
NOTE: *A list of the congressmen for each state by district was attached to the scoring guide for both years.

(Before reading this exercise, give respondent Handout Number 1, the picture of eight men.)

Which one of these men is President Ford? Show me which one is the President.

(Record response below)

○ No response
○ Student selected picture No. 1
○ Student selected picture No. 2
● Student selected picture No. 3
○ Student selected picture No. 4
○ Student selected picture No. 5
○ Student selected picture No. 6
○ Student selected picture No. 7
○ Student selected picture No. 8
○ I don't know.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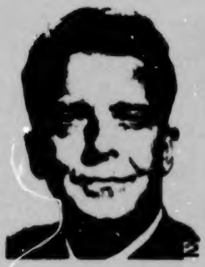
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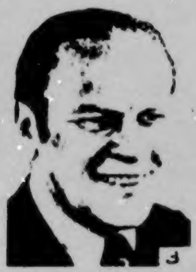
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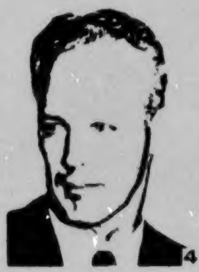
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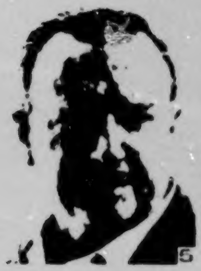
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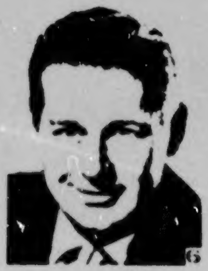
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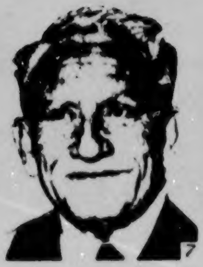
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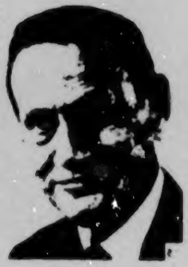
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Exercise #: R300003
Yr.1 Rel: P024

NAEP #: 300003-127-1

Objective: III. KNOW THE MAIN STRUCTURE AND FUNCTIONS OF THEIR GOVERNMENTS
Subobjective: B. Understand the organization and function of federal and state governments.

Theme: KNOWLEDGE
Subtheme: Political science.

Exercise Type: Multiple Choice
Scoring Type: Machine
Administration Mode: Individual
Stimulus Type: No Paced Tape

Overlap: 9
1975-1976 Package-Exercise: 05-15
1969-1970 Package-Exercise: 10-01

Timing: (in seconds)
Stimulus: *
Response: *
Exercise Total: *

*No paced tape was used for this individually administered exercise.

Who is the Governor of your state?

Exercise #: R300004
Yr.1 Rel: U259, U451

NAEP #: 300004-127-23

Objective: III. KNOW THE MAIN STRUCTURE AND FUNCTIONS OF THEIR GOVERNMENTS
Subobjective: B. Understand the organization and function of federal and state governments.

Theme: KNOWLEDGE
Subtheme: Political science.

Exercise Type: Open Ended
Scoring Type: Semi-Professional
Administration Mode: Group
Stimulus Type: Paced Tape

Overlap:	13	17
1975-1976 Package-Exercise:	05-11	05-11
1969-1970 Package-Exercise:	06-15	06-18

Timing: (in seconds)		
Stimulus:	5	5
Response:	26	18
Exercise Total:	31	23

Categories and sample responses are listed below.

0 = NO RESPONSE

*1 = ACCEPTABLE RESPONSES

2 = UNACCEPTABLE RESPONSES

Age 13		
Yr. 07	California	Pete Wilson
		Reagon
	No. Carolina	Rosevelt
		President Gerald R. Ford
	New York	Fitts givven
	Pennsylvania	Schack
		Kissinger
Yr. 01	New York	Pres. Nixon
		John Kane Jr.
		Lindsey
		Wangner
	Massachusetts	Kennedy
		George Wallace
		L.B. Johnson
		John Volpe
Age 17		
Yr. 07	Mc Govern (ME)	
	Gilligen (OH)	
	Love (CO)	
	Bradley (CA)	
	Regan (CA)	
	John Conaly (TX)	
Yr. 01	Richard Hughes (NY)	
	George Wallace (NY)	
	Isenhower (NY)	
	Babcock (MT)	

9 = I DON'T KNOW

NOTE: *A list of the governers for each state was attached to the scoring guide for both years.

What is the main duty of a jury in a criminal trial?

○ To present evidence

○ To prosecute the defendant

○ To pass sentence

● To determine guilt or innocence

○ I don't know.

Exercise #: R300009

NAEP #: 300009-717-23

Objective: III. KNOW THE MAIN STRUCTURE AND FUNCTIONS OF THEIR GOVERNMENTS
Objective: II. SUPPORT JUST LAW AND THE RIGHTS OF ALL INDIVIDUALS
Subobjective: B. Recognize and value constitutional rights and liberties.

Exercise Type: Multiple Choice
Scoring Type: Machine
Administration Mode: Group
Stimulus Type: Paced Tape

Overlap:	13	17
Package-Exercise:	09-17	09-17
Timing: (in seconds)		
Stimulus:	14	3
Response:	16	11
Exercise Total:	30	14

The United States Constitution states that the candidates for President will be candidates chosen by political parties.

○ True

● False

○ I don't know.

Exercise #: P300010

NAEP #: 300010-717-23

Objective: III. KNOW THE MAIN STRUCTURE AND FUNCTIONS OF THEIR GOVERNMENTS

Subobjective: E. Recognize and value the existence of political parties, political opposition and interest groups.

Exercise Type: Multiple Choice
Scoring Type: Machine
Administration Mode: Group
Stimulus Type: Paced Tape

Overlap:	13	17
Package-Exercise:	09-21	09-21
Timing: (in seconds)		
Stimulus:	8	7
Response:	11	11
Exercise Total:	19	18

A. Is the United States the only country which has political parties?

○ Yes

● No

○ I don't know.

B. Is the United States the only country which has a written constitution?

○ Yes

● No

○ I don't know.

C. Is the United States the only country which has national leaders who are elected?

○ Yes

● No

○ I don't know.

Exercise #: R300034

NAEP #: 300034-717-23

Objective: III. KNOW THE MAIN STRUCTURE AND FUNCTIONS OF THEIR GOVERNMENTS

Exercise Type: Multiple Choice
Scoring Type: Machine
Administration Mode: Group
Stimulus Type: Paced Tape

		13	17
Overlap:			
Package-Exercise:		09-24	09-24
Timing: (in seconds)			
Part A	Stimulus:	5	5
	Response:	16	11
	Total:	21	16
Part B	Stimulus:	6	5
	Response:	16	11
	Total:	22	16
Part C	Stimulus:	6	5
	Response:	16	11
	Total:	22	16
Exercise Total:		65	48

According to the U.S. Constitution, senators are elected to a term of how many years?

- ○ Two years
- ○ Four years
- ● Six years
- ○ Eight years

- ○ I don't know.

Exercise #: R300035

NAEP #: 300035-717-3

Objective: III. KNOW THE MAIN STRUCTURE AND FUNCTIONS OF THEIR GOVERNMENTS

Subobjective: B. Understand the organization and function of federal and state governments.

Exercise Type: Multiple Choice
Scoring Type: Machine
Administration Mode: Group
Stimulus Type: Paced Tape

Overlap: 17
Package-Exercise: 10-06

Timing: (in seconds)
Stimulus: 5
Response: 11
Exercise Total: 16

Is the President the only federal official that Congress can impeach?

○ Yes

● No

○ I don't know.

Exercise #: R300036

NAEP #: 300036-717-3

Objective: III. KNOW THE MAIN STRUCTURE AND FUNCTIONS OF THEIR GOVERNMENTS

Subobjective: B. Understand the organization and function of federal and state governments.

Exercise Type:	Multiple Choice
Scoring Type:	Machine
Administration Mode:	Group
Stimulus Type:	Paced Tape

Overlap:	17
Package-Exercise:	10-02

Timing: (in seconds)

Stimulus:	4
Response:	11
Exercise Total:	15

The results of the Presidential election from one state are as follows:

Candidate A received 45 percent of the popular votes.

Candidate B received 40 percent of the popular votes.

Candidate C received 15 percent of the popular votes.

What percent of this state's electoral votes would traditionally go to Candidate A?

○ 45 percent

○ 51 percent

○ $66\frac{2}{3}$ percent

● 100 percent

○ I don't know.

Exercise #: R300037

NAEP #: 300037-717-3

Objective: III. KNOW THE MAIN STRUCTURE AND FUNCTIONS OF THEIR GOVERNMENTS
Subobjective: B. Understand the organization and function of federal and state governments.

Exercise Type: Multiple Choice
Scoring Type: Machine
Administration Mode: Group
Stimulus Type: Paced Tape

Overlap: 17
Package-Exercise: 10-14

Timing: (in seconds)
Stimulus: 24
Response: 16
Exercise Total: 40

We have a law that the President is the head of our armed forces instead of a military officer. What is the reason for this law?

Exercise #: P301002
Yr.1 Rel: U426

NAEP #: 301002-127-3

Objective: III. KNOW THE MAIN STRUCTURE AND FUNCTIONS OF THEIR GOVERNMENTS
Subobjective: A. Recognize basic governmental purposes.
Subobjective: B. Understand the organization and function of federal and state governments.

Theme: KNOWLEDGE
Subtheme: Political science.

Exercise Type: Open Ended
Scoring Type: Semi-Professional
Administration Mode: Group
Stimulus Type: Paced Tape

Overlap: 17
1975-1976 Package-Exercise: 11-15
1969-1970 Package-Exercise: 13-10

Timing: (in seconds)
Stimulus: 8
Response: 120
Exercise Total: 128

3-301002-127-3

SCORING GUIDE

Categories and sample responses are listed below.

00 = NO RESPONSE

10 = OTHER - RESPONSES THAT ARE ACCEPTABLE BUT DO NOT HAVE AN ESTABLISHED CATEGORY AND ACCEPTABLE RESPONSES THAT ARE TOO VAGUE TO CATEGORIZE

Age 17
Yr. 07 He still gives orders for some else, but he is head of the country and can be checked by Congress and the Supreme Court.
Yr. 01 He is still a civilian and has no strings with the military itself and keeps the military separate from the civilian.

11 = PREVENT THE POSSIBILITY OF A DICTATORSHIP, MILITARY FROM TAKING OVER, CIVIL GOVERNMENT SEPARATED FROM MILITARY AND SUPERIOR TO IT

Age 17
Yr. 07 To prevent a junta, where the military powers would attempt to overtake the country.
So a military person cannot overthrow the gov't.
Because if some wrong person could get ahead of the military power, it could be another time like Hitler.
Yr. 01 Prevents the US from being run by the military: so it is run by the people.
I think it is because so the military won't overthrow the government and to keep them in two separate bodies.
Safeguard against overthrow of the government by the military powers.
If we had a general at head of our armed forces he could seize control of our country as several generals have done in Latin America and in Spain and we want to preserve our Democracy.

Categories and sample responses are listed below.

12 = AN ELECTED CIVILIAN IS MORE REPRESENTATIVE OF THE POPULACE, HE IS AFFECTED BY THE PEOPLE'S OPINIONS, RESPONSES THAT INDICATE THAT THE PRESIDENT IS AN ELECTED OFFICIAL

Age 17

Yr. 07 The president is usually a civilian and this avoids having a military dictatorship. The president is responsible for the armed forces and (s) he has to answer to the Congress, Courts and especially the people.

Because we the people elected and voted for the President, so that we could be represented by him. So as President, his decision supposed to be the best.

Because the president is controlled by the people and the people tell the president what to do with the armed forces.

Yr. 01 Because they don't want people in the service to run it, the president represents all the people.

Probably because we voted him in and that's who the people want to decide things.

He has been elected by the people and has not climed the ladder of military people and success.

We elected him not a military officer - he should have the final word.

To allow public opinion to enter his decisions.

13 = PRESIDENT CAN SUPERVISE ALL THE BRANCHES, CAN PREVENT RIVALRY BETWEEN THE SERVICES, CAN MAINTAIN A UNITY

Age 17

Yr. 07 He maintains the unity of all the armed forces and prevents them from clashing.

So that the president may oversee all facets of the military and use them as seen fit. The officer might feel partial to his group of men and women and not head the entire forces fairly.

Yr. 01 So the head isn't prejudiced against any part of the force. He is neutral and can talk to all sides. He knows about the amount of money the armed forces can get and the other things that are going on. He can talk to outside forces more easily than say a general could.

He is dealing with all of them instead of just one branch of the military.

An unmilitary man shows no favoritism to any one branch of military.

It unites the separate divisions of the armed forces under one unit.

Categories and sample responses are listed below.

14 = PRESIDENT IS BETTER ABLE TO CONSIDER MANY ASPECTS OF A SITUATION, KNOWS MORE ABOUT WHAT IS GOING ON, MILITARY MIGHT BE ONE SIDED, MILITARY PERSON WOULD BE MORE LIKELY TO INITIATE MILITARY ACTION WITH LESS DELIBERATION

Age 17

Yr. 07 A military officer might not be aware of all the factors involved as would the president.

The president is more informed about national affairs and situations than a military officer would be.

Because a military officer sometimes just sees his point of view where the president can see all points of view.

Yr. 01 My guess is that he knows the world situtations and the trouble spots and where the men are needed better than a military man.

Military officer might be more inclined to favor the military or make a military decision rather than a decision in the best interest of the people.

He knows about the affairs of the country more than a military officer would.

15 = IN A CRISIS AND EMERGENCY SITUATIONS COULD SAVE VALUABLE TIME AND ALLOW FOR COORDINATION OF EFFORT

Age 17

Yr. 07 In case of war the president can act quicker on getting our defense ready.

In case of war he would be put in charge and that way he can make quick decisions so necessary in a time of war and bypass the long process of a group of men deciding on an answer.

The president can take a direct, rapid approach in case of an emergancy war or invasion.

Yr. 01 Should some military crisis come up that needs immediate action the President does not have to wait to get agreement from a number of people and thus putting the country in danger.

In time of war, the president has the right to make quick decision without having to discuss it with everybody.

Categories and sample responses are listed below.

20 = OTHER - VAGUE OR NONSENSICAL RESPONSES AND OTHER UNACCEPTABLES THAT DO NOT HAVE AN ESTABLISHED CATEGORY

Age 17
Yr. 07 A military officer gets in with the fighting men. So the president heads the army and runs his other duties at the same time.
The President has too many other duties to be a military officer too.
So that the president might be placed above military rule, and regulations.
Because he could get killed and the whole country could go to pot.
Because the President is supposed to make final decisions on declaring war.
Yr. 01 So we can govern civic as well as military affairs.
So the President can lead the troops without acutally being on the battlefield like an officer would.
Too much responsibility, too much of a risk.
The President is controlling our country.
The president is better protected (body guards) and is less likely to get killed than a general.
It is written in the constitution that the president is head of the armed forces.

21 = BECAUSE HE IS OUR LEADER

Age 17
Yr. 07 The President is the head man.
The reason is that the President is the top man, the leader.
The president is supreme in this country.
Because the president is head of our country and he should make all major decisions concerning the country.
Yr. 01 Because he is not only head of armed forces but head of the people.
He's the head of the country, and he should be making all the decisions.
He is the leader of the whole country because he is the president he wouldn't want wrongs for anyone.
Because he is the head of our country.

39 = I DON'T KNOW

A. Local governments pay policemen and firemen with the money people pay in taxes.

● True

○ False

○ I don't know.

B. Local governments collect taxes to pay for the cost of running the local television station.

○ True

● False

○ I don't know.

Exercise #: R301003

NAEP #: 301003-717-12

Objective:	III.	KNOW THE MAIN STRUCTURE AND FUNCTIONS OF THEIR GOVERNMENTS
Subobjective:	A.	Recognize basic governmental purposes.
Subobjective:	C.	Know the political structure of their local community.
Subobjective:	F.	Recognize that democracy depends on the alertness and involvement of its citizens, and know how citizens can affect government.

Exercise Type: Multiple Choice
Scoring Type: Machine
Administration Mode: Group
Stimulus Type: Paced Tape

Overlap:	9	13
Package-Exercise:	04-22	10-23
Timing: (in seconds)		
Part A Stimulus:	10	7
Response:	10	11
Total:	20	18
Part B Stimulus:	10	6
Response:	11	11
Total:	21	17
Exercise Total:	41	35

NOTE: Objectives for this exercise differed by part: Part A - III-AF, Part B - III-ACF.

2|1 3

A. In the United States, is a movie theater usually owned and run by some level of government?

○ Yes
● No

○ I don't know.

B. In the United States, is a police station usually owned and run by some level of government?

● Yes
○ No

○ I don't know.

C. In the United States, is a farm usually owned and run by some level of government?

○ Yes
● No

○ I don't know.

Exercise #: R301010

NAEP #: 301010-717-12

Objective: III. KNOW THE MAIN STRUCTURE AND FUNCTIONS OF THEIR GOVERNMENTS
Subobjective: A. Recognize basic governmental purposes.

Exercise Type: Multiple Choice
Scoring Type: Machine
Administration Mode: Group
Stimulus Type: Paced Tape

Overlap:		9	13
Package-Exercise:		04-18	10-12
Timing: (in seconds)			
Part A	Stimulus:	12	8
	Response:	16	16
	Total:	28	24
Part B	Stimulus:	12	6
	Response:	16	15
	Total:	28	21
Part C	Stimulus:	12	7
	Response:	16	16
	Total:	28	23
Exercise Total:		84	68

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(This booklet contains exercises which were previously administered in Year 01 and in Year 03. It also contains exercises which are being assessed for the first time. The Year 01 and Year 03 exercises will provide change data, therefore, it is important that you replicate the administration methods used in the Year 01 and the Year 03 assessments. Exercises 1 through 23 are Year 01 Citizenship exercises; Exercises 24 through 29 are Year 03 Social Studies exercises, and Exercises 30 through 33 are new Year 07 Citizenship exercises. Complete administration instructions are in your training manual.)

What is the name of our nation? *(Pause)* That is, what is the name of the country we live in?

____

Exercise #: R302003
Yr.1 Rel: U084

NAEP #: 302003-127-1

Objective: III. KNOW THE MAIN STRUCTURE AND FUNCTIONS OF THEIR GOVERNMENTS
Subobjective: B. Understand the organization and function of federal and state governments.

Exercise Type: Open Ended
Scoring Type: Semi-Professional
Administration Mode: Individual
Stimulus Type: No Paced Tape

Overlap: 9
1975-1976 Package-Exercise: 05-01
1969-1970 Package-Exercise: 11-01

Timing: (in seconds)
Stimulus: *
Response: *
Exercise Total: *

*No paced tape was used for this individually administered exercise.

3-302003-127-1

SCORING GUIDE

Categories and sample responses are listed below.

00 = NO RESPONSE

11 = UNITED STATES

Age 9
Yr. 07 United States
Yr. 01 U.S.

12 = UNITED STATES OF AMERICA, U.S.A

Age 9
Yr. 07 United States of America.
U.S.A.
Yr. 01 U.S.A.

13 = AMERICA

Age 9
Yr. 07 America
Yr. 01 O America
American

20 = OTHER - VAGUE OR NONSENSICAL RESPONSES AND OTHER UNACCEPTABLES THAT DO NOT HAVE AN ESTABLISHED CATEGORY

Age 9
Yr. 07 New England
State
Alliance
Jasper Elementary
Yr. 01 South America
White
The Northwest
United Nation

Categories and sample responses are listed below.

21 = NAMES A STATE

Age 9
Yr. 07 Florida
North Carolina
Oregon
Yr. 01 No samples

22 = NAMES A CITY OR COUNTY

Age 9
Yr. 07 Greensboro
Asheboro
Piedmont
High Point
Yr. 01 Kalamazoo
Fort Worth or Dallas?
Portola Valley
Dade County

23 = ANY COMBINATION OF A CITY, STATE OR COUNTY

Age 9
Yr. 07 Greensboro, North Carolina
Oregon-Salem
Joy Maine
Seattle, Washington
Yr. 01 America - I mean Wilmington, Del.
Clearfield, Pa.
Harlan, Kentucky
Jesup Georgia

24 = NORTH AMERICA

Age 9
Yr. 07 North America
Yr. 01 No samples

39 = I DON'T KNOW

What is the name of our state? ______________________________

Exercise #: R302004
Yr.1 Rel: U087

NAEP #: 302004-127-1

Objective: III. KNOW THE MAIN STRUCTURE AND FUNCTIONS OF THEIR GOVERNMENTS
Subobjective: B. Understand the organization and function of federal and state governments.

Exercise Type: Open Ended
Scoring Type: Semi-Professional
Administration Mode: Individual
Stimulus Type: No Paced Tape

Overlap: 9
1975-1976 Package-Exercise: 05-10
1969-1970 Package-Exercise: 10-02

Timing: (in seconds)
Stimulus: *
Response: *
Exercise Total: *

*No paced tape was used for this individually administered exercise.

SCORING GUIDE

Categories and sample responses are listed below.

00 = NO RESPONSES

11 = ACCEPTABLE RESPONSES, GIVES NAME OF THEIR STATE, ABBREVIATIONS AND MISSPELLING

Age 9
Yr. 07 North Carolina, Oregon, Ohio, etc.
Yr. 01 North Carolina, Oregon, Ohio, etc.

20 = OTHER - VAGUE OR NONSENSICAL RESPONSES AND OTHER UNACCEPTABLES THAT DO NOT HAVE AN ESTABLISHED CATEGORY

Age 9
Yr. 07 Minot Air Force Base
South America
Long Island, USA
Eastern
Yr. 01 North America
Earth
United
City

21 = NAMES A CITY

Age 9
Yr. 07 Piedmont
High Point
Seattle
Waco
Yr. 01 New York City
Newark
Pittsburgh
Bellow Falls

Categories and sample responses are listed below.

22 = NAMES A COUNTY

Age 9
Yr. 07 Perry County
Yr. 01 Prince Georges Co.
Berkley County
Clermont county

23 = A COMBINATION OF A CITY AND A COUNTY

Age 9
Yr. 07 No samples
Yr. 01 No samples

24 = UNITED STATES

Age 9
Yr. 07 United States of America
America
United States
Yr. 01 United States of America
U.S.

39 = I DON'T KNOW

How many states are in the United States? ____________________

____

Exercise #: R302005
Yr.1 Rel: C088

NAEP #: 302005-127-1

Objective: III. KNOW THE MAIN STRUCTURE AND FUNCTIONS OF THEIR GOVERNMENTS
Subobjective: B. Understand the organization and function of federal and state governments.

Exercise Type: Open Ended
Scoring Type: Semi-Professional
Administration Mode: Individual
Stimulus Type: No Paced Tape

Overlap: 9
1975-1976 Package-Exercise: 05-05
1969-1970 Package-Exercise: 10-15

Timing: (in seconds)
Stimulus: *
Response: *
Exercise Total: *

*No paced tape was used for this individually administered exercise.

3-302005-127-1

SCORING GUIDE

Categories and sample responses are listed below.

00 = NO RESPONSE

11 = 50 STATES

21 = 51 STATES

22 = 52 STATES

23 = 01-10 STATES

24 = 11-49 STATES

25 = 53 OR MORE STATES

26 = PROSE RESPONSE - A FEW, SOME, MANY STATES

39 = I DON'T KNOW

Here is a list of public offices. Please look at each office on the list and mark the branch of government that each works in.

A. County Sheriff

○ Legislative
● Executive
○ Judicial

○ I don't know.

B. Supreme Court

○ Legislative
○ Executive
● Judicial

○ I don't know.

C. President

○ Legislative
● Executive
○ Judicial

○ I don't know.

D. Cabinet

○ Legislative
● Executive
○ Judicial

○ I don't know.

E. Congress

● Legislative

○ Executive

○ Judicial

○ I don't know.

F. Governor

○ Legislative

● Executive

○ Judicial

○ I don't know.

G. State Assembly

● Legislative

○ Executive

○ Judicial

○ I don't know.

H. County Court

○ Legislative

○ Executive

● Judicial

○ I don't know.

Exercise #: R302007
Yr.1 Rel: U440

NAEP #: 302007-127-3

Objective: III. KNOW THE MAIN STRUCTURE AND FUNCTIONS OF THEIR GOVERNMENTS
Subobjective: B. Understand the organization and function of federal and state governments.

Theme: KNOWLEDGE
Subtheme: Political science.

Exercise Type: Multiple Choice
Scoring Type: Machine
Administration Mode: Group
Stimulus Type: Paced Tape

Overlap: 17
1975-1976 Package-Exercise: 06-13
1969-1970 Package-Exercise: 08-16

Timing: (in seconds)
Introduction: 7
Part A Stimulus: 4
Response: 3
I Don't Know: 7
Total: 14
Part B Stimulus: 4
Response: 3
I Don't Know: 7
Total: 14
Part C Stimulus: 4
Response: 3
I Don't Know: 7
Total: 14
Part D Stimulus: 4
Response: 4
I Don't Know: 8
Total: 16
Part E Stimulus: 4
Response: 3
I Don't Know: 6
Total: 13
Part F Stimulus: 4
Response: 3
I Don't Know: 6
Total: 13
Part G Stimulus: 4
Response: 3
I Don't Know: 6
Total: 13
Part H Stimulus: 4
Response: 3
I Don't Know: 9
Total: 16
Exercise Total: 120

How does someone usually get to be a United States senator?

○ The President appoints him.

● The people in one state elect him.

○ The people of one district elect him.

○ The Governor of one state appoints him.

○ The people in all the states together elect him.

○ I don't know.

Exercise #: R302009
Yr.1 Rel: U259

NAEP #: 302009-127-23

Objective: III. KNOW THE MAIN STRUCTURE AND FUNCTIONS OF THEIR GOVERNMENTS
Subobjective: B. Understand the organization and function of federal and state governments.
Subobjective: F. Recognize that democracy depends on the alertness and involvement of its citizens, and know how citizens can affect government.

Theme: KNOWLEDGE
Subtheme: Political science.

Exercise Type: Multiple Choice
Scoring Type: Machine
Administration Mode: Group
Stimulus Type: Paced Tape

Overlap:	13	17
1975-1976 Package-Exercise:	05-18	05-18
1969-1970 Package-Exercise:	03-07	

Timing: (in seconds)		
Stimulus:	18	16
Response:	10	10
I Don't Know:	10	8
Exercise Total:	38	34

The Supreme Court ruling of "one man - one vote" is changing the makeup of state legislatures. Which one of the following groups will be represented by fewer legislators as a result of this decision?

○ Workers
● Farmers
○ City dwellers
○ Suburban dwellers
○ None of these

○ I don't know.

Exercise #: R302011
Yr.1 Rel: U462

NAEP #: 302011-127-3

Objective: III. KNOW THE MAIN STRUCTURE AND FUNCTIONS OF THEIR GOVERNMENTS
Subobjective: B. Understand the organization and function of federal and state governments.
Subobjective: F. Recognize that democracy depends on the alertness and involvement of its citizens, and know how citizens can affect government.

Theme: KNOWLEDGE
Subtheme: Political science.

Exercise Type: Multiple Choice
Scoring Type: Machine
Administration Mode: Group
Stimulus Type: Paced Tape

Overlap: 17
1975-1976 Package-Exercise: 11-03
1969-1970 Package-Exercise: 07-08

Timing: (in seconds)
Stimulus: 19
Response: 10
I Don't Know: 9
Exercise Total: 38

Suppose the President sends troops to another country to fight. What action can the Congress take to stop United States participation in the fighting?

● Refuse to provide money for further military action

○ Issue an order to the army to stop fighting

○ Declare the President's action unconstitutional

○ Remove several important military officers from duty

○ I don't know.

Exercise #: R302020

NAEP #: 302020-717-23

Objective: III. KNOW THE MAIN STRUCTURE AND FUNCTIONS OF THEIR GOVERNMENTS
Subobjective: B. Understand the organization and function of federal and state governments.

Exercise Type: Multiple Choice
Scoring Type: Machine
Administration Mode: Group
Stimulus Type: Paced Tape

Overlap:	13	17
Package-Exercise:	09-26	09-26
Timing: (in seconds)		
Stimulus:	27	24
Response:	31	21
Exercise Total:	58	45

The President is the leader of the United States. The leader of our state, *(name of student's state)*, is not called a president, he is called something else. What is the leader of *(name of student's state)* called?

____

(If student gives the name of the Governor say, "But what is the job he holds called?")

Exercise #: R302029
Yr.1 Rel: U086

NAEP #: 302029-127-1

Objective: III. KNOW THE MAIN STRUCTURE AND FUNCTIONS OF THEIR GOVERNMENTS
Subobjective: B. Understand the organization and function of federal and state governments.

Theme: KNOWLEDGE
Subtheme: Political science.

Exercise Type: Open Ended
Scoring Type: Semi-Professional
Administration Mode: Individual
Stimulus Type: No Paced Tape

Overlap: 9
1975-1976 Package-Exercise: 05-18
1969-1970 Package-Exercise: 11-16

Timing: (in seconds)
Stimulus: *
Response: *
Exercise Total: *

*No paced tape was used for this individually administered exercise.

3-302029-127-1

SCORING GUIDE

Categories and sample responses are listed below.

00 = NO RESPONSE

11 = GOVERNOR (ABBREVIATION)

Age 9
Yr. 07 Governor
Yr. 01 Governor Hearnes
Governor - like a president, but just in one state.
The governor - the mayor is the town.

12 = GIVES THE GOVERNOR'S NAME

Age 9
Yr. 07 No samples
Yr. 01 No samples

20 = OTHER - VAGUE OR NONSENSICAL RESPONSES AND OTHER UNACCEPTABLES THAT DO NOT HAVE AN ESTABLISHED CATEGORY

Age 9
Yr. 07 He is called the Chief.
King
Prime Minister
The ruler.
The capital.

Yr. 01 Detroit
Martin Luther King
A city.
The father.
Help

21 = GOVERNMENT

Age 9
Yr. 07 Government
Yr. 01 A government.
City government

Categories and sample responses are listed below.

22 = PRESIDENT (OR HIS NAME)

Age 9
Yr. 07 Ford
President Ford
Presidency
Yr. 01 A president.
President Nixon
Mr. Nixon
Nixon

23 = VICE PRESIDENT (OR HIS NAME)

Age 9
Yr. 07 Vice president
Yr. 01 Vice president Kirk

24 = MAYOR

Age 9
Yr. 07 Mayor
Yr. 01 A mayor.
Mayor Daley

25 = GIVES THE POSITION OF ANOTHER ELECTED OR APPOINTED OFFICIAL

Age 9
Yr. 07 Congressman
Secretary of State
Respresentative
Yr. 01 Treasurer
Judge
Kissinger

39 = I DON'T KNOW

When might a state have more senators than it has representatives?

- ○ **When it has a small area**
- ○ **When it has a large area**
- ● **When it has a small population**
- ○ **When it has a large population**

- ○ **I don't know.**

Exercise #: R302031
Yr. 1 Rel: R448

NAEP #: 302031-127-3

Objective: III. KNOW THE MAIN STRUCTURE AND FUNCTIONS OF THEIR GOVERNMENTS
Subobjective: B. Understand the organization and function of federal and state governments.

Theme: KNOWLEDGE
Subtheme: Political science.

Exercise Type: Multiple Choice
Scoring Type: Machine
Administration Mode: Group
Stimulus Type: Paced Tape

Overlap: 17
1975-1976 Package-Exercise: 06-09
1969-1970 Package-Exercise: 08-05

Timing: (in seconds)
Stimulus: 12
Response: 4
I Don't Know: 8
Exercise Total: 24

The Congress of the United States is made up of two parts. One part is the House of Representatives. What is the other part?

- ○ Assembly
- ○ Electoral College
- ● Senate
- ○ State Department
- ○ Supreme Court

- ○ I don't know.

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Exercise #: R302032
Yr.1 Rel: R257, R447

NAEP #: 302032-127-23

Objective: III. KNOW THE MAIN STRUCTURE AND FUNCTIONS OF THEIR GOVERNMENTS
Subobjective: B. Understand the organization and function of federal and state governments.

Theme: KNOWLEDGE
Subtheme: Political science.

Exercise Type: Multiple Choice
Scoring Type: Machine
Administration Mode: Group
Stimulus Type: Paced Tape

Overlap:	13	17
1975-1976 Package-Exercise:	06-25	11-06
1969-1970 Package-Exercise:	06-05	09-06

Timing: (in seconds)

Stimulus:	16	14
Response:	8	9
I Don't Know:	9	9
Exercise Total:	33	32

The U.S. Constitution provides a method for filling a vacancy in the office of Vice President. What is that method?

○ Vote of a majority of the members of the Supreme Court

○ Choice by the President from among members of the Cabinet

● Nomination by the President, and majority vote of each House of Congress

○ Vote of $\frac{2}{3}$ of each House of Congress

○ I don't know.

Exercise #: P302033

NAEP #: 302033-717-3

Objective: III. KNOW THE MAIN STRUCTURE AND FUNCTIONS OF THEIR GOVERNMENTS

Subobjective: B. Understand the organization and function of federal and state governments.

Exercise Type:	Multiple Choice
Scoring Type:	Machine
Administration Mode:	Group
Stimulus Type:	Paced Tape

Overlap:	17
Package-Exercise:	10-08

Timing: (in seconds)

Stimulus:	25
Response:	11
Exercise Total:	36

There are three branches of the federal government: the executive, the legislative, and the judicial. Each branch has different responsibilities. Fill in the oval beside the branch of government which has the major responsibility for each of the following functions.

		Executive Branch	Legislative Branch	Judicial Branch	I don't know.
A.	Writing and passing laws	○	●	○	○
B.	Directing the carrying out of laws	●	○	○	○
C.	Judging if laws are constitutional	○	○	●	○
D.	Vetoing bills	●	○	○	○
E.	Approving presidential appointments to office	○	●	○	○

Exercise #: R302034

NAEP #: 302034-717-3

Objective: III. KNOW THE MAIN STRUCTURE AND FUNCTIONS OF THEIR GOVERNMENTS

Subobjective: B. Understand the organization and function of federal and state governments.

Exercise Type: Multiple Choice
Scoring Type: Machine
Administration Mode: Group
Stimulus Type: Paced Tape

Overlap: 17
Package-Exercise: 10-16

Timing: (in seconds)
Introduction: 16
Part A Stimulus: 2
Response: 11
Total: 13
Part B Stimulus: 3
Response: 11
Total: 14
Part C Stimulus: 3
Response: 11
Total: 14
Part D Stimulus: 2
Response: 11
Total: 13
Part E Stimulus: 3
Response: 11
Total: 14
Exercise Total: 84

247.

Suppose a United States senator proposed a bill to ban trade with another country. Which one of the following persons is in the best position to get that bill actually voted on by the United States Senate?

○ Vice President of the United States
○ Chief Justice of the United States Supreme Court
○ United States Representative to the United Nations
● Chairman of the United States Senate Foreign Relations Committee

○ I don't know.

Exercise #: R302035

NAEP #: 302035-717-3

Objective: III. KNOW THE MAIN STRUCTURE AND FUNCTIONS OF THEIR GOVERNMENTS
Subobjective: B. Understand the organization and function of federal and state governments.

Exercise Type:	Multiple Choice
Scoring Type:	Machine
Administration Mode:	Group
Stimulus Type:	Paced Tape

Overlap:	17
Package-Exercise:	10-18

Timing: (in seconds)

Stimulus:	13
Response:	20
Exercise Total:	33

According to the U.S. Constitution, what is the earliest age at which a person can vote in national elections?

- ○ Age 16
- ● Age 18
- ○ Age 21
- ○ Age 25

- ○ I don't know.

Exercise #: R302036

NAEP #: 302036-717-3

Objective: III. KNOW THE MAIN STRUCTURE AND FUNCTIONS OF THEIR GOVERNMENTS
Subobjective: B. Understand the organization and function of federal and state governments.
Subobjective: F. Recognize that democracy depends on the alertness and involvement of its citizens, and know how citizens can affect government.
Objective: II. SUPPORT JUST LAW AND THE RIGHTS OF ALL INDIVIDUALS
Subobjective: B. Recognize and value constitutional rights and liberties.

Exercise Type:	Multiple Choice
Scoring Type:	Machine
Administration Mode:	Group
Stimulus Type:	Paced Tape

Overlap:	17
Package-Exercise:	10-01

Timing: (in seconds)

Stimulus:	8
Response:	10
Exercise Total:	18

251

A. Can the President of the United States appoint people to Congress?

○ Yes
● No

○ I don't know.

B. Can the President of the United States suggest new laws to Congress?

● Yes
○ No

○ I don't know.

C. Can the President of the United States veto laws passed by Congress?

● Yes
○ No

○ I don't know.

Exercise #: R302038

NAEP #: 302038-717-23

Objective: III. KNOW THE MAIN STRUCTURE AND FUNCTIONS OF THEIR GOVERNMENTS

Subobjective: B. Understand the organization and function of federal and state governments.

Exercise Type: Multiple Choice
Scoring Type: Machine
Administration Mode: Group
Stimulus Type: Paced Tape

Overlap:	13	17
Package-Exercise:	09-11	09-11
Timing: (in seconds)		
Part A Stimulus:	5	5
Response:	15	11
Total:	20	16
Part B Stimulus:	5	5
Response:	16	11
Total:	21	16
Part C Stimulus:	5	5
Response:	16	11
Total:	21	16
Exercise Total:	62	48

A How many senators does each state have in the United States Senate?

○ 1

● 2

○ 3

○ It varies with the geographical size of the state.

○ It varies with the population of the state.

○ I don't know.

B. How many congressmen does each state have in the United States House of Representatives?

○ 1

○ 2

○ 3

○ It varies with the geographical size of the state.

● It varies with the population of the state.

○ I don't know.

Exercise #: R302039

NAEP #: 302039-717-23

Objective: III. KNOW THE MAIN STRUCTURE AND FUNCTIONS OF THEIR GOVERNMENTS

Subobjective: B. Understand the organization and function of federal and state governments.

Exercise Type: Multiple Choice
Scoring Type: Machine
Administration Mode: Group
Stimulus Type: Paced Tape

Overlap:	13	17
Package-Exercise:	09-14	09-14
Timing: (in seconds)		
Part A Stimulus:	18	5
Response:	16	16
Total:	34	21
Part B Stimulus:	18	6
Response:	17	15
Total:	35	21
Exercise Total:	69	42

We have a government for the nation in Washington, D.C. We also have state governments and local governments.

A. Do all three of these governments make laws?

● Yes
○ No

○ I don't know.

B. Do all three of these governments try to prevent crime?

● Yes
○ No

○ I don't know.

C. Do all three of these governments have a large army, navy and air force?

○ Yes
● No

○ I don't know.

Exercise #: P304001

NAEP #: 304001-717-12

Objective: III. KNOW THE MAIN STRUCTURE AND FUNCTIONS OF THEIR GOVERNMENTS

Subobjective: D. Recognize the relationships of different levels of government.

Exercise Type: Multiple Choice
Scoring Type: Machine
Administration Mode: Group
Stimulus Type: Paced Tape

Overlap:	9	13
Package-Exercise:	04-25	10-18
Timing: (in seconds)		
Introduction:	8	8
Part A Stimulus:	9	4
Response:	15	11
Total:	24	15
Part B Stimulus:	10	5
Response:	16	10
Total:	26	15
Part C Stimulus:	11	6
Response:	15	11
Total:	26	17
Exercise Total:	84	55

Some of the activities below are usually functions of local governments, such as cities, towns and counties, and some are not.

A. Do local governments usually make laws about military services?

○ Yes
● No

○ I don't know.

B. Do local governments usually operate public elementary and high schools?

● Yes
○ No

○ I don't know.

Exercise #: R304010

NAEP #: 304010-717-23

Objective: III. KNOW THE MAIN STRUCTURE AND FUNCTIONS OF THEIR GOVERNMENTS

Subobjective: D. Recognize the relationships of different levels of government.

Exercise Type: Multiple Choice
Scoring Type: Machine
Administration Mode: Group
Stimulus Type: Paced Tape

Overlap:	13	17
Package-Exercise:	09-05	09-05
Timing: (in seconds)		
Introduction:	9	8
Part A Stimulus:	5	5
Response:	16	11
Total:	21	16
Part B Stimulus:	5	5
Response:	15	11
Total:	20	16
Exercise Total:	50	40

Should the Socialist Workers Party be allowed to nominate a candidate for President of the United States? Which one of the following statements best answers this question?

- ○ The Socialist Workers Party should not be allowed to nominate a candidate for President because having more than two candidates (Democratic and Republican) would be too confusing for the voters.
- ○ The Socialist Workers Party should not be allowed to nominate a candidate for President because socialism is against the things this country stands for.
- ● Any party that wants to should be allowed to nominate a candidate for President.
- ○ The Socialist Workers Party should not be allowed to nominate a candidate for President because it is not a big enough or well-known enough party.

- ○ I don't know.

Exercise #: R305019

NAEP #: 305019-717-3

Objective: III. KNOW THE MAIN STRUCTURE AND FUNCTIONS OF THEIR GOVERNMENTS

Subobjective: E. Recognize and value the existence of political parties, political opposition and interest groups.

Objective: II. SUPPORT JUST LAW AND THE RIGHTS OF ALL INDIVIDUALS

Subobjective: B. Recognize and value constitutional rights and liberties.

Exercise Type: Multiple Choice

Scoring Type: Machine

Administration Mode: Group

Stimulus Type: Paced Tape

Overlap: 17

Package-Exercise: 10-17

Timing: (in seconds)

Stimulus: 51

Response: 20

Exercise Total: 71

A Would it be better if we had only one political party in the United States?

○ Yes
● No

○ I don't know.

B. Is it against the law to start a new political party other than the Democratic and Republican parties?

○ Yes
● No

○ I don't know.

Exercise #: R305021

NAEP #: 305021-717-23

Objective: III. KNOW THE MAIN STRUCTURE AND FUNCTIONS OF THEIR GOVERNMENTS
Subobjective: E. Recognize and value the existence of political parties, political opposition and interest groups.
Objective: II. SUPPORT JUST LAW AND THE RIGHTS OF ALL INDIVIDUALS
Subobjective: B. Recognize and value constitutional rights and liberties.

Exercise Type: Multiple Choice
Scoring Type: Machine
Administration Mode: Group
Stimulus Type: Paced Tape

Overlap:	13	17
Package-Exercise:	09-28	09-28
Timing: (in seconds)		
Part A Stimulus:	7	5
Response:	10	8
Total:	17	13
Part B Stimulus:	7	7
Response:	16	8
Total:	23	15
Exercise Total:	40	28

NOTE: Objectives for this exercise differed by part: Part A - III-E, Part B - II-B.

Why is it good that we usually have at least two candidates for each office in an election?

○ So more people can hold office
○ So elections can be honest
● So people can have a choice
○ So we can reduce the costs of elections

○ I don't know.

Exercise #: R305032
Yr.1 Rel: R263, R460

NAEP #: 305032-127-23

Objective: III. KNOW THE MAIN STRUCTURE AND FUNCTIONS OF THEIR GOVERNMENTS
Subobjective: E. Recognize and value the existence of political parties, political opposition and interest groups.

Theme: ATTITUDES
Subtheme: Constitutional rights.

Exercise Type: Multiple Choice
Scoring Type: Machine
Administration Mode: Group
Stimulus Type: Paced Tape

Overlap:	13	17
1975-1976 Package-Exercise:	05-02	05-02
1969-1970 Package-Exercise:	08-10	03-07

Timing: (in seconds)		
Stimulus:	17	14
Response:	10	4
I Don't Know:	10	9
Exercise Total:	37	27

What might happen if people could not vote in secret?

Exercise #: R306003
Yr.1 Rel: U270, U468

NAEP #: 306003-127-23

Objective: III. KNOW THE MAIN STRUCTURE AND FUNCTIONS OF THEIR GOVERNMENTS
Subobjective: F. Recognize that democracy depends on the alertness and involvement of its citizens, and know how citizens can affect government.

Theme: KNOWLEDGE
Subtheme: Political science.

Exercise Type: Open Ended
Scoring Type: Semi-Professional
Administration Mode: Group
Stimulus Type: Paced Tape

Overlap:	13	17
1975-1976 Package-Exercise:	06-17	06-13
1969-1970 Package-Exercise:	12-14	01-09

Timing: (in seconds)		
Stimulus:	6	6
Response:	51	69
Exercise Total:	57	75

3-306003-127-2,3

SCORING GUIDE

Categories and sample responses are listed below.

00 = NO RESPONSE

10 = OTHER - RESPONSES THAT ARE ACCEPTABLE BUT DO NOT HAVE AN ESTABLISHED CATEGORY AND ACCEPTABLE RESPONSES THAT ARE TOO VAGUE TO CATEGORIZE

Age 13
Yr. 07 It would not be fair to the person who is voting.
It would be all messed up.
Yr. 01 If you were voting for a judge and he saw how you voted and you were up on a trial he might find you guilty.
Age 17
Yr. 07 No samples
Yr. 01 Their privacy or freedom of choice would be involved.
It wouldn't be fair then to vote. People wouldn't have there own opinion on voting then. There wouldn't be no use of voting then.

11 = RESPONSES THAT SPECIFY THAT VOTERS WOULD BE SUBJECTED TO PHYSICAL COERCION OR THREATS OF PHYSICAL VIOLENCE

Age 13
Yr. 07 People could get murdered if they didn't vote for that person that somebody told them to.
People might get harassed or groups that were going for another person might start a fight or rough you up.
Yr. 01 If someone didn't like the way another voted they might kill them or beat them up.
They might be assassinated for their votes.
People could hire other people to beat other people who didn't vote for them.
Age 17
Yr. 07 The most powerful party might control the votes by using threats of violence against people whose votes were undecided. Voting would be a sham.
If people could not vote in secret, people who don't like the way one person is voting for could easily do harm to the opposing person. It also invades a persons right to privacy. People should be able to have some secrecy.

Categories and sample responses are listed below.

11 = (CONTINUED)

Yr. 01 They just might be fights and killings.
The candidates could make you vote for them or have you killed if you didn't do as they wished. They would try to control peoples votes.
Voting could be controlled. by powerful organizations backing a certain issue or candidate. Knowledge of how a person voted could leave that person open as a target for violence.

12 = RESPONSES THAT INDICATE THAT VOTERS WOULD BE SUBJECTED TO HOSTILITY OR INTIMIDATION BY OTHERS, PEOPLE AT THE POLLS, ETC.

(NOTE: EMPLOYEES GO IN CAT. 14)

Age 13
Yr. 07 If a person didn't vote for a certain person he could be in bad trouble from the person who was running.
Some people might fight with them because they voted for a different party.
There would be constant fighting over who was right and who was wrong. Also many people would not vote if they could not vote in private.
People would be after people for not going there way.
Yr. 01 Someone might try to stop someone from voting.
There might be alot of fights.
They could be forced to vote for a candidate.
They might turn against each other.
Age 17
Yr. 07 They could be influenced by other voters. They could be bothered by people for whom they don't vote.
Voters might have to live in fear of what those who don't feel the same way they do might do to them.
Their voting decisions might be altered by some force around them.
Yr. 01 People might get mad at each other.
Some people might be forced to vote the way everyone else voted.
If people could not vote in secret others may fight with them or dislike them in some way because of their chose of votes.
I thinks many people would try to force others to vote in a manner which would please them and a true vote would not be collected.

Categories and sample responses are listed below.

13 = RESPONSES THAT INDICATE VOTERS WILL FEAR SOCIAL REJECTION OR BE SWAYED BY THE FEELINGS OF OTHERS

Age 13

Yr. 07 Everybody who likes a certain person would vote the way he did instead of they way he thinks it should be.
The people might be critisized for their vote or many people just might vote for whoever everyone else did.
The next person to vote may not really vote what he feels, he may vote different way because the person in front of him did.
There wouldn't really be any need in voting since people would influence other people to change their votes.
If you had a friend running for office and you just didn't vote for him if he finds out your very likely to loose your friend.

Yr. 01 They'd be influenced by other people.
Lot seem to follow others ideas and not their own.
They would not vote on what they think but on what their friend thinks.
Everyone would know they voted for - then they would redicule them.
If you voted for a person who didn't do a good job, you might get a bad name.

Age 17

Yr. 07 Some people might be influenced to vote for someone they didn't want to.
People would form opions of other people by the way they vote.
They might vote for the person everyone else voted for instead of the person they really wanted.
Other people might hole it against them how they voted.
That they would go by their friends who their voting for.
A lot might ask questions about it why they didn't vote for the other person.

Yr. 01 Because many of the same people would be voting for the same person just because the other person did.
A person of high standard might influence others to vote like himself. People wouldn't vote for choice but by how others voted if it weren't secret.
They might be swayed to vote for someone whom they didn't want in office.
People that are good freinds would get mad at each other. People would not get along.
The social pressures of friends and peer groups could help to sway votes. Also lots of ill feeling could arise within a group.

3-306003-127-2,3

Categories and sample responses are listed below.

14 = PEOPLE MIGHT LOSE THEIR JOBS IF THEY DIDN'T VOTE ACCORDING TO THE WISHES OF THEIR EMPLOYER, LABOR UNION, MIGHT HAVE TROUBLE FINDING A JOB IF THEY VOTED FOR A CERTAIN PERSON

Age 13

Yr. 07 Employers could tell employees who to vote for.

Yr. 01 The boss of companies would want the employees to vote one way, if they didn't they might get fired.

It might make them lose their jobs if they voted different from their boss.

They would have to vote for whatever their boss told them to vote for or they would lose their job.

If your boss is democrat and you want to vote Republican, he could fire you.

Age 17

Yr. 07 People from parties could find out who didn't vote for them and pressure them in some way, such as losing job, etc.

Employers could force people to vote a certain way, or lose their job.

All votes from an employer would be for the same person if the employer wanted a certain person in office. Gangs would be held to stay at a voting district making people vote for the person they want elected.

People would have a hold over other people like a boss, clergyman, friend would influence others votes.

Yr. 01 There may be some persons who wouldn't vote at all for fear they would lose their jobs, etc. There would be others who would force you to vote the way they did.

They might lose their jobs if they do not vote in agreement with their bosses and one's family could be endangered by threats.

People would be persuaded to vote certain ways by their employers and people in higher status. People could use their power over other people to get them to vote the way they want them to.

Certain powerful men (like big businessmen) could force others (their employees) to vote for their candidate or bill.

Groups such as unions or even government groups would be able to bring pressure on people to vote a certain way by threatening them with loss of jobs or even physically.

Categories and sample responses are listed below.

15 = RESPONSES THAT INDICATE OTHERS WOULD KNOW HOW YOU VOTE AND IMPLY THAT THERE MIGHT BE REPERCUSSIONS

Age 13
Yr. 07 If people could not vote in secret everyone would know who you voted for.
They would go around and watch everybody vote and tell everybody who they voted for.
Yr. 01 Everyone would know who you voted for and it might bring about confusion.
Everybody would know how you voted and it would get spread around and disrupt the vote. It might get to the person he didn't vote for.
Boy, everybody would know who they was voting for. It would spoil everything. People wouldn't know who to vote for.
Age 17
Yr. 07 There would be a lot of rumor about who the person voted for.
There would be misunderstanding if everybody would know who people voted for.
Others would know who they voted for.
Other people would see their vote.
Yr. 01 Other people would know who you voted for and it shouldn't be any of their business.
Other people would no who you voted for and if you didn't vote for who they wanted you to there could be problems for you.
Everyone else would know who was voting for who and it would not be fair vote because a person's vote is his own and know one else should know it .
People could no what the other person voted, and who ever is running see's who is voting for him or not.

Categories and sample responses are listed below.

16 = PEOPLE MIGHT BUY/SELL VOTES, GENERAL REFERENCES TO CORRUPTION

Age 13
Yr. 07 There would be bribes on who to vote for a most likely bad election.
Everyone would be looking at other people's votes and they might be trying to bribe people to vote for someone else.
Yr. 01 It really wouldn't be democratic if you didn't have secret vote you could buy votes and be sure the people you paid actually did not vote that way.
Political trouble and bribery.
Age 17
Yr. 07 Extreme voter fraud would start up.
There would probably be alot more crooked ways to get votes.
There would be bribing and threatening of people's homes and lives.
Yr. 01 People would be bribed into voting for someone they didn't want in office. Others wouldn't vote at all.
It would be very likely that there would be alot of corruption and graph in voting and eventually in our government.

17 = SPECIFIC RESPONSES THAT INDICATE AN EFFECT ON THE FORM OF OUR GOVERNMENT

Age 13
Yr. 07 We would not have a democracy and people might get in trouble for voting for someone else.
There would not be a democracy. I don't know what would happen.
Yr. 01 Communist or police government might take over.
Well, we'd end up something like communism.
Age 17
Yr. 07 The United States would not be a free country.
We would lose our democracy. Dictators would take over and decide who would run the country.
You could have a communist goverment.
Yr. 01 The democratic system of government would then become invalid. People could come into power, and a free country could become a dicatorship.
This would not be democratic, the people would not have the thing they voted for.

Categories and sample responses are listed below.

18 = PEOPLE MIGHT STOP VOTING

Age 13
Yr. 07 Less people would vote.
Few people would vote because this violates a right of privacy.
Yr. 01 No one would vote.
Some people won't vote.
Age 17
Yr. 07 Some people would refuse to vote.
Many people would not vote at all, for they would not want others to know their political opinions.
No one will probly vote at all.
Yr. 01 There would probably be alot of people that wouldnt vote. Because it isn't anybodies business who a person votes for.
First of all many people would be reluctant to vote. Many people are afraid of letting others know who they like.
Many people would not vote. They wouldn't care who won the vote or not.

19 = PEOPLE MIGHT PROTEST, INCLUDES GENERAL RESPONSES ABOUT RIOTING, CHAOS

Age 13
Yr. 07 You would have more riots or rumors going on about the people who voted either "for" or "against".
There would probably be another war.
Yr. 01 Cause fights and riots because people disagree with each other.
Riots over the people's voting.
Might be a revolution.
Age 17
Yr. 07 There would be riots and everything else.
Kaos in the voting situation.
Probably a riot or an upheaval of some sort.
Yr. 01 It would be a mass riot for freedom. Every person is equal and has certain right voting is one.

3-306003-127-2,3

Categories and sample responses are listed below.

20 = OTHER - VAGUE OR NONSENSICAL RESPONSES AND OTHER UNACCEPTABLES THAT DO NOT HAVE AN ESTABLISHED CATEGORY

Age 13
Yr. 07 A lot of people would not cheat and get away with it.
Some of them might cheat and vote for more than they are spose too!
No one would win in a election because every would tell other people who someone voted for.
Yr. 01 Everyone would see them vote and they wouldn't choose a good government.
They might get distracted and put the wrong one down.
Get sent to prison.
Might not count your vote.
Age 17
Yr. 07 They would have to vote in public I would assume.
They would have to vote or decide what to do about the vote in secret.
They just might try to vote more than once not allowed.
Yr. 01 They could have more votes.

21 = NOTHING WOULD HAPPEN: PEOPLE DON'T KEEP THEIR VOTES SECRET ANYWAY

Age 13
Yr. 07 Nothing will happen because he or she could vote out loud it really wouldn't make a difference.
Yr. 01 It wouldn't make any difference.
Nothing would happen.
Age 17
Yr. 07 Nothing
I don't feel secrecy maket that much difference. Everyone tells who they vote for anyway.
Yr. 01 The people would think nothing of it because there is nothing wrong with voting in public.
Well anyway probably nothing but everyone would know who was a Democrat and who was a Republican.
I think there is nothing happen to a people who could not vote in secret.

39 = I DON'T KNOW

Our government in the United States is called a democracy.

What is a democracy?

Exercise #: R306004
Yr.1 Rel: U026, U248, U585

NAEP #: 306004-127-123

Objective: III. KNOW THE MAIN STRUCTURE AND FUNCTIONS OF THEIR GOVERNMENTS
Subobjective: F. Recognize that democracy depends on the alertness and involvement of its citizens, and know how citizens can affect government.

Theme: KNOWLEDGE
Subtheme: Political science.

Exercise Type:		Open Ended
Scoring Type:		Semi-Professional
Administration Mode:	9	Individual
	13	Group
	17	Group
Stimulus Type:	9	No Paced Tape
	13	Paced Tape
	17	Paced Tape

Overlap:	9	13	17
1975-1976 Package-Exercise:	05-16	06-12	11-09
1969-1970 Package-Exercise:	10-20	13-04	14-07

Timing: (in seconds)			
Stimulus:	*	7	6
Response:	*	55	60
Exercise Total:	*	62	66

*No paced tape was used for this individually administered exercise.

3-306004-127-1d,2,3

SCORING GUIDE

Categories and sample responses are listed below.

00 = NO RESPONSE

10 = OTHER - RESPONSES THAT ARE ACCEPTABLE BUT DO NOT HAVE AN ESTABLISHED CATEGORY AND ACCEPTABLE RESPONSES THAT ARE TOO VAGUE TO CATEGORIZE

Age 9
Yr. 07 No samples
Yr. 01 A democracy is a republic of freedom.
Age 13
Yr. 07 No samples
Yr. 01 We have a President who calls together people from different departments and does not decide by himself.
A republic and democratic place to live.
Age 17
Yr. 07 Where both major parties have a chance to be elected to various branches of our federal system.
Yr. 01 No samples

11 = REFERENCES TO THE SOVEREIGNTY OF THE PEOPLE; MAJORITY RULE; PEOPLE CONTROL; VOTE; HAVE A VOICE; GOVERNMENT OF, BY, FOR THE PEOPLE; GOVERNMENT BY REPRESENTATION

Age 9
Yr. 07 People participate in government.
Is a government run by the people who live under it.
When the government is voted on by the people.
Where when people run the government - Over in Asia the king or ruler run the people.
Yr. 01 In a democracy representatives of the people discuss things with the president.
People run the government.
Like when people get together and vote - how many on one side; how many on the other.
When you vote for someone or an election.

3-306004-127-1d,2,3

Categories and sample responses are listed below.

11 = (CONTINUED)

Age 13

Yr. 07 A democracy is when everyone gets to have their say about the laws.

A democracy is a type of government allowing the people to vote for anyone they want.

The government of the people, by the people, and for the people.

A way of government going along with what the majority of the people want.

Where the government lets the people speak up and have a say in the decisions that will affect them.

A democracy is where the people are free to speak and vote etc. They also are allowed to speak about the president, Congress etc. freely without being prosecuted.

A democracy gives freedom to the people, all people. The people can elect their own representatives.

Yr. 01 Government of the people, they rule it not like communism where they have one major leader or dictator.

Representative government.

Where the people have some voice in the government.

Democracy is where the people can give their ideas and opinions about the government.

A government for the people, by people, and ruled by the people.

A democracy where the people run the government indirectly by electing people to express their opinion in the government.

Age 17

Yr. 07 A democracy is when the people rule themselves by electing people to run the government.

Democracy is a form of government that is run by the people. There are more freedoms for the people than in other forms of government.

A government for and by the people with one ruler who doesn't have complete power over the people.

People are allowed to elect whoever they want to run the country. The people have a voice in the government.

The government is by the people and for the people. The ordinary man has the right to vote. He has a say in government affairs.

Yr. 01 Where people have the right to speak freely. People controlling the gov't not the gov't controlling the people.

Democracy is individual freedom, and gives the individual a voice in the government.

Rule by the majority.

3-306004-127-1d,2,3

Categories and sample responses are listed below.

12 = SPECIFIC REFERENCES TO THE CONSTITUTION OR DECLARATION OF INDEPENDENCE, OUR CONSTITUTIONAL RIGHTS, THE BILL OF RIGHTS, FREEDOM OF SPEECH, PRESS

Age 9

Yr. 07 No samples

Yr. 01 A country that's not ruled over like Russia or China. The people in a democracy have freedom of speech and can work wherever they place.

When you have freedom of speech and any kind of freedom.

Age 13

Yr. 07 A democracy is a form of government that consists of 3 separate branches We have free speech, freedom of the press etc.

A democracy is all the people in the US haveing freedom of speech and religion and happiness.

A written grant of rights, which mean that they have equal rights.

Yr. 01 A democracy means freedom of speech, freedom of religion, freedom of whatever you think is right.

Different freedoms like freedom of speech worship.

A democratic government - freedom of press, religion, speech.

It's a free country. You have freedom of speech, religion and you can do what you want to thats within the law.

Age 17

Yr. 07 The right to live your life the way you want to as long as you abide with certain laws. The right to freedom of speech, press (etc.) is also granted in a democracy.

It is a freedom government The people have the freedom to press, worship and others.

A democracy is haveing freedom to say or speak what you feel and not be condemned for it.

Yr. 01 Freedom of speech, press. Freedom to do what you want.

Democracy is a form gov't in which people can express their ideas to show their ambitions - under Constitutional law in which we have freedom of speech, worship and press.

Freedom of religion of speech to choose your own rights.

Categories and sample responses are listed below.

13 = GENERAL REFERENCES TO EQUALITY--HUMAN, SOCIAL, ECONOMIC; EQUAL RIGHTS; EQUAL OPPORTUNITY

Age 9
Yr. 07 Living with equal rights.
Yr. 01 We want a fair state - each person has an equal opportunity.
The people are equal and have a chance to make their own laws.
Age 13
Yr. 07 No samples
Yr. 01 Everybody is equal, has equal rights. It doesn't matter what race religion, color you are.
People are supposed to have equal rights in governing our country.
Equal rights and privileges to all people.
Age 17
Yr. 07 All people have the same rights.
Equal representation; where everything is done on an even basis.
A democracy is when, the people of the country is suppose to have equal rights.
Yr. 01 Form of gov't which tries to be just and equal towards everybody. It doesn't always turn out that way, but...
There are many words to describe democracy, mainly, I think of it as equality.

3-306004-127-1d,2,3

Categories and sample responses are listed below.

14 = GENERAL REFERENCES TO FREEDOM OR LIBERTY (IT'S A FREE COUNTRY). PEOPLE CAN CHOOSE, PEOPLE HAVE RIGHTS

Age 9
Yr. 07 Freedom to own our own.
When people are free, but have laws.
Yr. 01 Its a free country.
Liberty
A place where we all work for the freedom of other people.
Age 13
Yr. 07 A democracy is when you as a citizen can have certain rights, when you can mainly do what you want.
There is a president and it is a free country.
Democracy is having freedom.
It lets you be what you whant to be.
Yr. 01 Its freedom of what you say and do.
People have certain rights and the government cannot take them away.
Everyone is free to do as they please within limits of law.
We have the freedom of doing what we want.
Age 17
Yr. 07 A democracy is a government which allows it's citizens rights and freedom.
The freedom to choose what we, the people feel we want.
A free country, we aren't told what to do by the government.
A democracy is the individual freedom of people and their right to exercise that right.
Yr. 01 Where people can think for themselves and have freedom.
A democracy is a nation formed of people who have a right to speak, express opinions without feeling afraid, no one can take the right away from you, everyone has the same chance.
When you can do anything you want that's not against the law. When everybody's free and people don't interfere in their work.

Categories and sample responses are listed below.

15 = REFERENCES TO THE GOVERNMENT'S STRUCTURE--HAVE A PRESIDENT AND A CONGRESS, HAVE CHECKS AND BALANCES

Age 9	
Yr. 07	No samples
Yr. 01	No samples
Age 13	
Yr. 07	A democracy is a form of government in which we have a president Congress and so on. They make important decisions for our country. It consists of the House of Representatives and Senate. The president and Congress help make laws.
Yr. 01	I'm not really sure but I think its when the county is ran by a President and has a group of representatives. Government with three parts. One is legislative body that make the laws, and a jury or some kind of court system.
Age 17	
Yr. 07	This is a system run by their parties that check and balance one another; legislator, executive, judicial. A democracy is a system in which the judicial, executive and legislative powers are equally balanced each other so one may not have more power over the other.
Yr. 01	No samples

Categories and sample responses are listed below.

20 = OTHER - VAGUE OR NONSENSICAL RESPONSES AND OTHER UNACCEPTABLES THAT DO NOT HAVE AN ESTABLISHED CATEGORY

Age 9
Yr. 07 Its when people fight.
An outrage - things that are costing too much and people can't buy because they don't have enough money.
A democracy is to speek.
People that run kind of like from the state.
When we don't have enough of something to support the world.
It is a man that is a little bit like a president but isn't.
A special kind of race.
Yr. 01 A nice man who likes to help people.
People who help the government make shoes and pants for people.
It's like a state. I think that my teacher told us that in a democracy the children are on a hill and only the strongest survive.
Someone who cleans up or picks up that garbage.
There's 2 groups - republicans and democrats. And most of the presidents were democratic so its called a democracy.
Age 13
Yr. 07 Were people go and ask people for other information.
I am sorry I do not mengal with politocul matters.
Democracy is a democratic party.
A democracy is a government with taxes.
Its were people get rip off, I think by Congress.
Democracy is a fight between certain people who disagree with other people's opinions.
A lot of democrats that have moved here and called it a democracy.
Yr. 01 Know how to speak my language. Would not want to live in Communist country because of language problem.
People working together.
A group of men on the government side.
Its certain laws.
To follow the laws that the government made.
Laws made by the president.

Categories and sample responses are listed below.

20 = (CONTINUED)

Age 17
Yr. 07 Democracy is when people get together and discuss about whatever they have to talk about.
Nothing that helps the poeple of the US.
The democrats party is democracy. Its a part of our govt.
The democracy is the opposite of republic.
Democracy is when you are against Republicans.
Yr. 01 Whole bunch of people in one place.
Union of people.
It is supposed to help the people.
A part of the democratic party.
When the country is in peace and in order.

21 = RESPONSES THAT NAME OR DEFINE A GOVERNMENT POSITION/TITLE OR GIVE A PERSON'S NAME--THE PRESIDENT, THE GOVERNOR

Age 9
Yr. 07 A governor.
A president - I guess - I don't know.
Having a governor.
A president who rules over the country.
Yr. 01 The president?
Congress makes rulers know what's right to do.
President Nixon.
Age 13
Yr. 07 A democracy is a person who led the United States.
A democracy is the government in the US that helps make laws etc.
Its a pristedent USA.
Yr. 01 The governor.
President and Congress a group of govenment.
A candidate, vice president.
Its the President of the US.
Age 17
Yr. 07 It the whole thing. Senators, republicans democrats, etc.
Yr. 01 No samples

Categories and sample responses are listed below.

22 = RESPONSES THAT NAME A SPECIFIC BUILDING OR PLACE OR MERELY SAY A BUILDING--WASHINGTON, THE CAPITOL

Age 9
Yr. 07 A capital.
Yr. 01 House of Representatives - place where government meets.
Where different people come at - like an embassy.
A place where you make laws.
Age 13
Yr. 07 No samples
Yr. 01 The place where they make the laws.
Place where government stays. Where they carry out laws.
Something that has to do with the White House.
Age 17
Yr. 07 No samples
Yr. 01 No samples

23 = RESPONSES THAT COULD APPLY FOR ANY OR ALL OTHER FORMS OF GOVERNMENT--A GROUP OF PEOPLE OR A MAN MAKES THE LAWS--MUST INCLUDE A REFERENCE TO SOME GOVERNMENTAL FUNCTION

Age 9
Yr. 07 No samples
Yr. 01 A man that is the boss of his country.
A person who makes laws.
Age 13
Yr. 07 It is what the government does for you like build schools and road bus and trains.
A group of people controlling the government.
A sort of govenment that is made of different groups and president.
Yr. 01 Make laws, raise taxes, make a budget.
A group of people that decide laws and rule the country I guess.
A group of people that rules the country.
Age 17
Yr. 07 A group or formation of people that run and take care of our society.
Yr. 01 Form of gov't which runs country thru a group of organized parties.
It's a group of people that get together to make the laws and get someone to uphold the laws.

3-306004-127-1d,2,3

Categories and sample responses are listed below.

24 = RESPONSES THAT REPEAT THE QUESTION--OUR/THE/A GOVERNMENT, THE UNITED STATES, A STATE--WITHOUT QUALIFYING OR DESCRIBING THE GOVERNMENT

Age 9
Yr. 07 Government of the United States.
The government of our state and our country.
Democracy is a government. Government is armies, navies and people working together and the press.
Yr. 01 A government.
Its our country.
A goverment who rules our country.
A system of government.
Age 13
Yr. 07 Goverment of U.S.
It is a way of our ways in our gofernment. It has nothing to do with religion.
Yr. 01 Government of the states.
The government.
A form of government.
The government rules the nation.
Age 17
Yr. 07 The way the country is run.
Another name for our gov't in the US.
Yr. 01 A form of government.

39 = I DON'T KNOW

It costs a lot of money to build schools and to build highways. Where does this money come from?

Exercise #: R306005
Yr.1 Rel: U025, U245, U554

NAEP #: 306005-127-123

Objective: III. KNOW THE MAIN STRUCTURE AND FUNCTIONS OF THEIR GOVERNMENTS
Subobjective: F. Recognize that democracy depends on the alertness and involvement of its citizens, and know how citizens can affect government.

Theme: KNOWLEDGE
Subtheme: Economics.
Subtheme: Political Science

Exercise Type:		Open Ended
Scoring Type:		Semi-Professional
Administration Mode:	9	Individual
	13	Group
	17	Group
Stimulus Type:	9	No Paced Tape
	13	Paced Tape
	17	Paced Tape

Overlap:	9	13	17
1975-1976 Package-Exercise:	05-13	05-16	05-16
1969-1970 Package-Exercise:	11-04	11-07	13-13

Timing: (in seconds)			
Stimulus:	*	7	6
Response:	*	57	32
Exercise Total:	*	64	38

*No paced tape was used for this individually administered exercise.

3-306005-127-1d,2,3

SCORING GUIDE

Categories and sample responses are listed below.

00 = NO RESPONSE

10 = OTHER - RESPONSES THAT ARE ACCEPTABLE BUT DO NOT HAVE AN ESTABLISHED CATEGORY AND ACCEPTABLE RESPONSES THAT ARE TOO VAGUE TO CATEGORIZE

Age 9
Yr. 07 The community.
Toll gates.
From the parish.
Yr. 01 No samples
Age 13
Yr. 07 From toll gates, pay bridges and turnpikes.
Yr. 01 Donations and auctions to raise money.
Age 17
Yr. 07 Toll booths.
Yr. 01 No samples

11 = PEOPLE, PARENTS--NO REFERENCE TO WHO IS GETTING THE MONEY

Age 9
Yr. 07 People who work.
The money we give it.
The people of the state.
From the public.
Yr. 01 People.
The people of the U.S.
Parents.
Age 13
Yr. 07 From us people who buy clothing and food and books.
The people in that town.
The public.
Yr. 01 It comes from people that live in that state.
It comes from my mother's and father's pay check.
Age 17
Yr. 07 The money comes from everyones pocket.
From every working, living, breathing person in the US.
Our parents.
Yr. 01 You vote for mills at the election. the people have the money.
From the parents.
The people.

Categori[illegible] and sample responses are listed below.

12 = SPECIFIC REFERENCES TO TAXES, TAXPAYERS, OR ANY RESPONSE THAT SAYS WHO IS GIVING AND WHO IS GETTING THE MONEY

Age 9

Yr. 07 Churches and sales tax.
The government taxes the people.
I think it would be from taxes we pay to the government and it pays for the things we build.

Yr. 01 Government - from the people.
Taxes paid by the people in the U.S.

Age 13

Yr. 07 From our parents. Out of taxes. (Boo on taxes)
From taxes paid by parents, and by kids when they buy something at a store.
It comes from the government which gets it from the taxpayer.
The taxes you pay, that's how your taxes get so high.

Yr. 01 The government gets it from the people's taxes.
Taxes and funds.
Income tax.
Taxpayers.

Age 17

Yr. 07 Taxion on the people of the US.
This money comes from our taxes.
Mostly taxes and federal grants.
When we buy some thing we are taxed this money goes to the state or when we pay taxes on land.

Yr. 01 From the citizens and large industrial corporations and oil companies, merchants and store owners who have to be taxed according to what they own.
Us, the people, taxes.
Taxation.
From the people to state govt. to roads and school boards.

3-306005-127-1d,2,3

Categories and sample responses are listed below.

20 = OTHER - VAGUE OR NONSENSICAL RESPONSES AND OTHER UNACCEPTABLES THAT DO NOT HAVE AN ESTABLISHED CATEGORY

Age 9
Yr. 07 People all over the world.
Lawyers.
From the telephone company.
Construction people - they build houses, highways and buildings.
Yr. 01 The money was made from Benjamin Franklin.
From the rent.
Welfare.
From the lunch money that we bring to school.
The government.
Age 13
Yr. 07 The P.T.A., I think.
The money comes from the state or county.
Yr. 01 Kids.
Take it out of insurance.
Age 17
Yr. 07 It is pass by a machine, and is handed down.
From people and all over the world.
State funds I believe.
Yr. 01 Trade.
Government - Red Cross.
From funds raised.
State and federal government.

21 = THE MINT

Age 9
Yr. 07 Washington - they make it.
The president - he makes it out of a printing machine.
Yr. 01 Government - from a money-making machine.
Age 13
Yr. 07 From the factory that they make the money.
The ment of USA.
Yr. 01 Washington: there press makes it, prints the money.
Age 17
Yr. 07 No samples
Yr. 01 No samples

3-306005-127-1a,2,3

Categories and sample responses are listed below.

22 = THE BANK

Age 9
Yr. 07 The bank - they have to borrow the money because they don't have enough money to build the schools.
The president gets it out of the bank.
Yr. 01 The bank and people who put the money in the bank.
Age 13
Yr. 07 No samples
Yr. 01 National Bank.
Age 17
Yr. 07 No samples
Yr. 01 No samples

23 = NAMES AN OFFICE OR AGENCY - THE PRESIDENT, THE GOVERNOR, THE CONGRESS, THE BOARD OF EDUCATION

Age 9
Yr. 07 The state or federal treasury.
School Board of Education.
Yr. 01 From the Mayor.
From the Congress.
Bureau of Indian Affairs.
Age 13
Yr. 07 The money comes from the governer of that state.
It comes from the United States treasurer that is where.
The Department of Commerce gives money to build schools.
The money come frome Mayor daly or President ford because if it doesen't how would we get money.
Yr. 01 from Congress, they get from the president.
Treasury of the United States.
The governor, he gets it from the President.
The President.
Age 17
Yr. 07 It comes from the State department of Treasury.
Yr. 01 Department of Revenue.
The Board of Education - they get it from Washington.
Department of Health, Education and Welfare.
It probably comes from the president.

39 = I DON'T KNOW

A. Does the President have the right to do anything affecting the United States that he wants to do?

○ Yes

● No

○ I don't know.

B. (If Yes to A) Why? ____________________

____

C. (If No to A) Why not? ____________________

____

Exercise #: R306006
Yr.1 Rel: R021, R238, R584

NAEP #: 306006-127-123

Objective: III. KNOW THE MAIN STRUCTURE AND FUNCTIONS OF THEIR GOVERNMENTS
Subobjective: F. Recognize that democracy depends on the alertness and involvement of its citizens, and know how citizens can affect government.
Objective: II. SUPPORT JUST LAW AND THE RIGHTS OF ALL INDIVIDUALS
Subobjective: A. Understand the need for law.

Theme: KNOWLEDGE
Subtheme: Political science.

Exercise Type:		Open Ended
Scoring Type:		Semi-Professional
Administration Mode:	9	Individual
	13	Group
	17	Group
Stimulus Type:	9	No Paced Tape
	13	Paced Tape
	17	Paced Tape

Overlap:	9	13	17
1975-1976 Package-Exercise:	05-02	06-04	06-04
1969-1970 Package-Exercise:	11-19	11-04	13-01

Timing: (in seconds)			
Part A Stimulus:	*	10	10
Response:	*	9	6
Total:	*	19	16
Part B Stimulus:	*	17	17
Response:	*	30	31
Total:	*	47	48
Exercise Total:	*	66	64

*No paced tape was used for this individually administered exercise.

3-306006-127-1d,2,3
PART B

SCORING GUIDE: PART B

Categories and sample responses are listed below.

00 = NO RESPONSE

10 = OTHER - RESPONSES THAT ARE ACCEPTABLE BUT DO NOT HAVE AN ESTABLISHED CATEGORY AND ACCEPTABLE RESPONSES THAT ARE TOO VAGUE TO CATEGORIZE

Age 9
Yr. 07 No samples
Yr. 01 No samples
Age 13
Yr. 07 No samples
Yr. 01 No samples
Age 17
Yr. 07 No samples
Yr. 01 No samples

11 = ACCEPTABLE CONDITIONAL RESPONSES - "YES, IF THERE IS A NATIONAL EMERGENCY." (MUST BE THE EXACT WORDS NATIONAL EMERGENCY OR WORD(S) THAT MEAN EMERGENCY (DISASTER) ETC.)

Age 9
Yr. 07 No samples
Yr. 01 No samples
Age 13
Yr. 07 No samples
Yr. 01 No samples
Age 17
Yr. 07 In certain cases the President has Emergency Powers.
If there is a national crises the president can't wait unitl they call a meeting of congress or decide.
Yr. 01 No samples

Categories and sample responses are listed below.

20 = OTHER - VAGUE OR NONSENSICAL RESPONSES AND OTHER UNACCEPTABLES THAT DO NOT HAVE AN ESTABLISHED CATEGORY

Age 9
Yr. 07 He does what he thinks is best.
I think he has the right because he owns it.
He can travel to see what's going on.
So he can help us be better than what we are.
Yr. 01 Because he like owns it.
Because the people like him.
Age 13
Yr. 07 Because the president have the right to do what he wants to his country.
Because he has the right to do whatever he wants to do.
Yr. 01 It might be something he knows needs to be done that the people won't agree with.
He could stop the war.
Age 17
Yr. 07 He wish to do so.
He is consulted by many people.
Yr. 01 Because he went through the schools and colleges and if he wasn't smart enough, people wouldn't have elected him there.
Because he signs the bills.

3-306006 127-1d,2,3
PART B

Categories and sample responses are listed below.

21 = REFERENCES TO THE POSITION - HE IS PRESIDENT, LEADER OF OUR COUNTRY

Age 9

Yr. 07 He was elected to be the father of our country.
Because he is the ruler of the United States.
Cause he is the President and people have voted on him and want him to do it.

Yr. 01 Because he's the one that got the most votes.
We're supposed to do what he tells us.
He is the most powerful leader.
He is in charge of U.S. no one higher than him.

Age 13

Yr. 07 Because he is the Head of the United States.
Because he has the highest authority and most power.
Yes he was elected to do so.
Because he has control over the U.S.
Because he has the power to do it, because he is the president.
Because the president is the head man so he does what he wants to.

Yr. 01 He has the power to do it.
He is the leader, no one else rules over him.
He was voted in as President to tell everyone what to do.
Since he was sworn in and elected, that is his job.
Because he is the President and no one can stop him.

Age 17

Yr. 07 Because he is the head genral of the USA.
In the first place he is the president of your state. That's what he is there for.
The people put him in office to speak for the US.
He is the Supreme Commander and Chief.

Yr. 01 He is our leader and he tries to do what's best for us.
Everybody voted for him and if they didn't want him to have the right they shouldn't have voted for him.
He is the president.
He's the head man over everybody.

3-306006-127-1d,2,3
PART B

Categories and sample responses are listed below.

22 = SPECIFIC REFERENCES TO A PRESIDENT HAVING POWER THAT HE DOES NOT HAVE

Age 9
Yr. 07 Because he makes the rules.
He can do stuff, like if somebody got hurt he could tell who was to be put in jail or something like that.
Yr. 01 Can stop war - has power.
Presidents can change rules in California and America.
Tells the astronauts to go to the moon.
Age 13
Yr. 07 No samples
Yr. 01 Because he's the law-maker of the U.S.
He is the head of the government. He can put a bill thru even if congress doesn't want it.
Age 17
Yr. 07 He is able to have the power to have laws made or make up certain rules.
Yr. 01 No samples

23 = REFERENCES TO NATIONAL SECURITY, INTEREST OF THE PEOPLE

Age 9
Yr. 07 It's yes if he's going to do something good it will help us.
Because he's trying to help the nation.
Yr. 01 No samples
Age 13
Yr. 07 Cause he thinks he is doing the best for the US.
Yr. 01 If he feels it is for the good fo the country he has the right.
He should do anything to help the U.S.
Age 17
Yr. 07 Because he can do anything to help the people.
Because he has right to do his job as president to help citizens or whatever.
Yr. 01 Since he was elected by the people as one qualified in law and govt any decision he makes is in the interest of the people.
He has the authority to do what he thinks best for the whole country.

39 = I DON'T KNOW

3-306006-127-1d,2,3
PART C

SCORING GUIDE: PART C

Categories and sample responses are listed below.

00 = NO RESPONSE

10 = OTHER - RESPONSES THAT ARE ACCEPTABLE BUT DO NOT HAVE AN ESTABLISHED CATEGORY AND ACCEPTABLE RESPONSES THAT ARE TOO VAGUE TO CATEGORIZE

Age 9
Yr. 07 Other people might not agree.
It might not be right.
Because it's not fair to other people.
Yr. 01 It wouldn't be fair to other people.
First he has to get permission from other people.
The country belongs to everybody and the people he works with could stop him on some things.
Age 13
Yr. 07 Because he has to go through some other people to do it.
Because he has to talk it over with his government.
He's not the only one running the country.
Yr. 01 Because he has certain limits and must stay within them.
One man is not sufficient to rule one country especcially as big and important as America is.
Some things he can't do.
Age 17
Yr. 07 Too much power resting in the hands of only one individual is dangerous.
Because we live in a democracy where no one person can rule alone.
The president is not a supreme ruler.
Because it isn't fare.
Yr. 01 He has to confer with others.
Some people have to agree with him.
He can't think only for himself.

3-306006-127-1d,2,3
PART C

Categories and sample responses are listed below.

11 = REFERENCES TO PEOPLE HAVING A SAY IN GOVERNMENT; THEY VOTE, ELECT, CHOOSE; POWER OF THE PEOPLE; PUBLIC OPINION: PEOPLE STOPPING HIM

Age 9
Yr. 07 Some people may not approve of it and vote against him.
Because the people won't like him.
Because he was elected and we could put him out.
There are certain things he shouldn't do. The people would stop him.
Because if he wanted to do something the people didn't like they could vote against him.
Yr. 01 He wouldn't be elected president if he did that.
The people might not want him to do something.
People could stop him by going on strike and other ways of protest.
He would loose his job at the next election.
The people might not like it. They would stop him.
Age 13
Yr. 07 Because this is a democratic country and the people should have a say.
I don't think the people would put up with him for very long.
The people of the U.S. might not like it.
I think the people should be able to make decisions too.
He is up there to find out how we fill.
Yr. 01 The people would vote against him.
Sometimes it's not what the people want.
So the people would have some say in it. It should go through the representatvies of the people.
People have some say as to how the United States is run.
The people should know about it and what he is doing.
Age 17
Yr. 07 He has to have the backing of the people.
Because he was elected by the people and the people should know what the president is going to do that concerns them.
The people have a right to know what is going on.
The president represents the people he should do what they want.
Because he is supposed to be for the people not for him.
Yr. 01 It is really up to the people.
This is a nation governed by the people. If he does what he wants he might as well be King.
Because he has to consult with the people.

3-306006-127-1d,2,3
PART C

Categories and sample responses are listed below.

12 = REFERENCES TO CONSTITUTIONALLY ESTABLISHED RESTRAINTS, CHECKS AND BALANCES - CONGRESS STOPPING HIM, SUPREME COURT, IMPEACHMENT

Age 9
Yr. 07 Because he doesn't have the right to make laws, its up to Congress and the people.
Because it has to be more people, not just him. The Congress would stop him.
The Constitution says what he can do.
He has to go to Congress, he can veto it but they have to vote on it. Like the tax cut - he vetoed that but the Congress said no or yes.
Yr. 01 He has to have Congress vote on it.
The government, Supreme Court and legislature stops him.
When the people write the Declaration of Independence they said the president did not have the right, also the Congress prevents him from doing anything he wants.
Age 13
Yr. 07 Congress might over rule what he says.
Because he has to go through the whole Congress first.
He has to send it through corgress and let them vote on it.
The Supreme Court has the right to overrule bills that the President signs.
Yr. 01 The Constitution won't let him become a dictator.
Sometimes it might not be constitutional.
We have 3 branches (judicial, congress and President) and they check on each other.
He has to go through Congress first. What he does is affecting the lives of millions of people.
Age 17
Yr. 07 He has to have congress' approval.
The check and balance system keeps him from doing that.
Congress can veto bills he may wish to pass.
Congress and the Supreme court have controls on him.
The constitution puts restrictions on the power of the President.
Yr. 01 There is Congress - the constitution limits power.
Checks and balances systems. He has to go thru Congress and the Supreme Court.
There is a system of checks and balances and he doesn't have power or one man.

3-306006-127-1d,2,3
PART C

Categories and sample responses are listed below.

13 = REFERENCES TO THE FACT THAT THE PRESIDENT MUST OBEY LAWS, OR GIVES A LAW THAT THE PRESIDENT MUST OBEY OR GIVES AN EXAMPLE OF A POWER THAT THE PRESIDENT DOES NOT HAVE

Age 9
Yr. 07 He couldn't go and rob a bank or he would get arrested too.
He can't steal stuff just because he's president. He doesn't make laws.
The law would stop him.
He can't come in peoples houses and do anything he wants.
He can't go around breaking laws.
Yr. 01 He can't break laws.
Can't invade private property.
He can't take rules of the U.S. away or make us disobey rules that are already made.
He couldn't do that because there are already laws made that cannot be broken.
Age 13
Yr. 07 The president can not steal money out of the treasury for example.
He can't take money anytime he wants.
There are laws that the president has to go by.
Yr. 01 He has laws stopping him from doing it.
He can't say you have to go to school in the summer.
He can't declare war - he's not the only one that has any power.
If it is against the law he isn't allowed to do it.
Rules would stop him from calling out the army anytime he wanted to.
Age 17
Yr. 07 A pres. is not above the law and cannot disobey it.
He has to go through laws, congress, etc.
There are rules he has to follow and laws.
He cannot declare war.
Yr. 01 Because he has to obey the laws already in existence.
He does not have say over marriage licenses, etc.
He has to go by the law just like everyone else.

3-306006-127-1d,2,3
PART C

Categories and sample responses are listed below.

14 = CONSEQUENCES OF ACTION, WHAT WOULD HAPPEN IF DIDN'T HAVE CHECKS - COULD DO BAD THINGS, MAKE WRONG DECISIONS, CAUSE VIOLENCE, HURT PEOPLE, REFERENCES TO UNDESIRABLE THINGS THE PRESIDENT COULD DO IF HE HAD THAT POWER, HURT THE COUNTRY (HYPOTHETICAL)

Age 9

Yr. 07 Because if he did it would affect us and we wouldn't like it.

Because if he decides to take out the roads nobody could have anything to drive on.

Because if he does anything he wants to, it might be bad for the country.

Yr. 01 Because he could hurt somebody - the people.

Cause if he felt like closing all airports no one could travel by air and people wouldn't like that.

Age 13

Yr. 07 It might hurt some of the people of the country.

He could destroy our city if he could do anything he wanted.

It could effect the way we live and it might start a war.

He could say kill someone that would be it.

Yr. 01 Because some things could hurt the people of U.S.

If he did something wrong he could jeopardize the country.

Might do something to destroy person's life; not everyone might agree.

Age 17

Yr. 07 His opinion or action might not be for the better of the country.

The things he wants to do may be harmful to the country.

If he did he could get the country in trouble.

He could be corruptive.

Yr. 01 He would become too powerful and make wrong decisions and nobody could stop him.

He may want to do something wrong that will affect the people of the US.

He might make wrong decisions in a crucial moment so he needs to consult cabinet members or other govt. officials.

Categories and sample responses are listed below.

15 = REFERENCES TO COMMUNISM, PRESIDENT BECOMING A DICTATOR

Age 9
Yr. 07 If so then he would become a dictator and rule the country his own way.
Because that would be almost like communism.
Yr. 01 It wouldn't be nice. It would be just like a bad king.
Age 13
Yr. 07 He does not have complete control like a dictator.
Yr. 01 If this were true, it would be like a dictatorship, and not democratic.
It's not just his country - if he did he be a dictator.
If you're going to have a one man power, that's just like communism.
Age 17
Yr. 07 That is like a dictatorship, not a democracy.
He would be a dictator and he would run everything.
If he did he would be a dictator not a representative of the people.
Yr. 01 He should use only the powers given him and not become a dictator.
No It would be like a dictatorship.
If he could, it would be like a Communist Gov't.

20 = OTHER - VAGUE OR NONSENSICAL RESPONSES AND OTHER UNACCEPTABLES THAT DO NOT HAVE AN ESTABLISHED CATEGORY

Age 9
Yr. 07 He takes care of certain things, other workers do the rest.
Yr. 01 Because the queen would stop him.
He can't do anything he wants because he is dead.
Age 13
Yr. 07 He has to veto it before he controls.
Because if we don't want to do we don't have to do what he says.
Yr. 01 Government
He doesn't give all the laws.

Categories and sample responses are listed below.

20 = (CONTINUED)

Age 17
Yr. 07 He doesn't have the right to do so.
He can't.
The president just can't do what he wants to do.
Yr. 01 Power from States to act - he has only the power given him by the states.
Since we live in a democracy he could be wrong about his feelings.

21 = REFERENCES TO CHECKS ON THE PRESIDENT THAT DON'T EXIST

Age 9
Yr. 07 No samples
Yr. 01 Because the Governor and mayor can stop him.
He has to talk it over with his cabinet and the mayor.
Needs permission from Governors.
Age 13
Yr. 07 No samples
Yr. 01 The cabinet would stop him.
He has to have the consent of the people.
Age 17
Yr. 07 The President has to speak to the Cabinet members and then vote.
Because the people have to vote on what they want.
Yr. 01 He has to make sure its all right with everyone else.
Because he has to have the people's opinion too.

39 = I DON'T KNOW

What one kind of tax supplies most of the money to run the federal government?

- ○ Gasoline tax
- ○ Import duty
- ● Income tax
- ○ Property tax
- ○ Sales tax

- ○ I don't know.

Exercise #: R306007
Yr.1 Rel: U250, U439

NAEP #: 306007-127-23

Objective: III. KNOW THE MAIN STRUCTURE AND FUNCTIONS OF THEIR GOVERNMENTS
Subobjective: F. Recognize that democracy depends on the alertness and involvement of its citizens, and know how citizens can affect government.

Theme: KNOWLEDGE
Subtheme: Economics.
Subtheme: Political Science

Exercise Type: Multiple Choice
Scoring Type: Machine
Administration Mode: Group
Stimulus Type: Paced Tape

Overlap:	13	17
1975-1976 Package-Exercise:	06-19	11-05
1969-1970 Package-Exercise:	07-10	08-12
Timing: (in seconds)		
Stimulus:	11	11
Response:	10	5
I Don't Know:	7	9
Exercise Total:	28	25

A. A lot of elections are NOT important enough to vote in.

○ Agree

● Disagree

○ Undecided

B. It is important to vote even if it looks like your candidate does NOT have a chance to win.

● Agree

○ Disagree

○ Undecided

C. Some people should not be allowed to vote in elections because these people are NOT smart enough.

○ Agree

● Disagree

○ Undecided

Exercise #: R306023

NAEP #: 306023-717-23

Objective: III. KNOW THE MAIN STRUCTURE AND FUNCTIONS OF THEIR GOVERNMENTS

Subobjective: F. Recognize that democracy depends on the alertness and involvement of its citizens, and know how citizens can affect government.

Objective: II. SUPPORT JUST LAW AND THE RIGHTS OF ALL INDIVIDUALS

Subobjective: B. Recognize and value constitutional rights and liberties.

Exercise Type: Multiple Choice
Scoring Type: Machine
Administration Mode: Group
Stimulus Type: Paced Tape

Overlap:	13	17
Package-Exercise:	09-16	09-16
Timing: (in seconds)		
Part A Stimulus:	5	5
Response:	11	8
Total:	16	13
Part B Stimulus:	7	6
Response:	11	8
Total:	18	14
Part C Stimulus:	8	6
Response:	11	8
Total:	19	14
Exercise Total:	53	41

NOTE: Objectives for this exercise differed by part: Part A - III-F, Part B - III-F, Part C - II-B.

A. **Should rich people's votes count more than poor people's votes?**

○ **Yes**
● **No**

○ **I don't know.**

B. **Should educated people's votes count more than the votes of people without much education?**

○ **Yes**
● **No**

○ **I don't know.**

C. **Should men's votes count more than women's votes?**

○ **Yes**
● **No**

○ **I don't know.**

Exercise #: R306024

NAEP #: 306024-717-123

Objective: III. KNOW THE MAIN STRUCTURE AND FUNCTIONS OF THEIR GOVERNMENTS
Subobjective: F. Recognize that democracy depends on the alertness and involvement of its citizens, and know how citizens can affect government.
Objective: II. SUPPORT JUST LAW AND THE RIGHTS OF ALL INDIVIDUALS
Subobjective: B. Recognize and value constitutional rights and liberties.

Exercise Type: Multiple Choice
Scoring Type: Machine
Administration Mode: Group
Stimulus Type: Paced Tape

		9	13	17
Overlap:				
Package-Exercise:		04-02	09-22	09-22
Timing: (in seconds)				
Part A	Stimulus:	10	6	5
	Response:	16	11	8
	Total:	26	17	13
Part B	Stimulus:	11	6	6
	Response:	16	11	7
	Total:	27	17	13
Part C	Stimulus:	9	4	4
	Response:	16	11	8
	Total:	25	15	12
Exercise Total:		78	49	38

A. Do you think you can have any influence on decisions of local government?

● Yes

○ No

B. (If Yes to A) How? ____________________

C. (If No to A) Why not? ____________________

Exercise #: R401001
Yr.1 Rel: U352, U560

NAEP #: 401001-127-23

Objective: IV. PARTICIPATE IN DEMOCRATIC CIVIC IMPROVEMENT
Subobjective: A. Believe that each person's participatory behavior is important, and convey this belief to others.

Theme: ATTITUDES
Subtheme: Belief in the worth of the individual.

Exercise Type: Open Ended
Scoring Type: Semi-Professional
Administration Mode: Group
Stimulus Type: Paced Tape

Overlap:	13	17
1975-1976 Package-Exercise:	05-19	05-19
1969-1970 Package-Exercise:	12-12	13-07
Timing: (in seconds)		
Part A Stimulus:	8	8
Response:	7	6
Total:	15	14
Part B Stimulus:	18	16
Response:	61	46
Total:	79	62
Exercise Total:	94	76

SCORING GUIDE: PART B

Categories and sample responses are listed below.

000 = NO RESPONSE

110 = OTHER - RESPONSES THAT ARE ACCEPTABLE BUT DO NOT HAVE AN ESTABLISHED CATEGORY AND ACCEPTABLE RESPONSES THAT ARE TOO VAGUE TO CATEGORIZE

Age 13
Yr. 07 Express myself.
Yr. 01 You would be interested and try to participate.
Ask for people to give money and ask for volunteers to help work and build and make a pool, plant seed, bulldozer operator.
Age 17 Yr. 07 We have youth councils that high school students can attend if they want to partake in local government.
Yr. 01 Express my opinions.
Good law abiding citizens attract attention and people take note and you influence local gov't that way.
You have a right to say something if you don't like what's going on.
By helping a particular candidate donating money.
By getting involved with community affairs, collecting or donating money for campaigns etc.

111 = PETITION - CIRCULATE OR SIGN

Age 13
Yr. 07 Bring up a petion and have someone bring it to city cousil.
By signing a petition.
Yr. 01 Get people to sign a petition.
We could get petitions and things. If you get enough people.
Age 17
Yr. 07 Petitioning. If you can get people to support the same thing as you.
Yes, I think young people do and can influence local government by airing their views and forming petitions.
Go to local meeting or have petition signed on the decision.
Yr. 01 Forming petitions representing students or groups of people.
By circulating petitions.
If I started a petition and get others to sign the local officials might listen.

3-401001-127-23
PART B

Categories and sample responses are listed below.

112 = CIRCULATE PAMPHLETS, BUMPER STICKERS, BILLBOARDS, POSTERS, BUTTONS

Age 13
Yr. 07 Because you could put up signs about the peopel running.
By having bandstands go around with posters and avertisments.
Yr. 01 Pass out leaflets, raise money during campaigns.
Pass out pamphlets to the public with information about certain people and this may influence the person.
Age 17
Yr. 07 No samples
Yr. 01 Distributing posters, pamphlets.
Carry, make, put up signs in accordance with the law.
By handing out literature.

113 = DEMONSTRATE, PROTEST, PICKET, CIVIL DISOBEDIENCE (AN ORGANIZED GROUP ACTIVITY OR SPECIFIES THEY WOULD DISOBEY THE RULE TO MAKE A POINT)

Age 13
Yr. 07 You can pick it the area if the dicision was wrong. And he'll come to realize it.
You could protest and go to the governor and tell him why you are fighting.
Yr. 01 If we had a protest I could help. Or send in a petition.
Get protest signs and march.
Only if I would be involved in a strike etc.
Age 17
Yr. 07 By picketing.
Organize formal protest.
By protesting and telling the government what you want done.
Start Demenstration on what we went start riots show them we won't action.
By having a strike or having some who does have influence do it for you.
Yr. 01 Protest things at school.
Demonstrations.
You could protest you could picket.
Students may have rallies and influence public opinion.
Go with groups to City Hall and protest.

Categories and sample responses are listed below.

114 = LEGAL ACTION (COURT ACTION), SUE

Age 13
Yr. 07 You can go to your nearest courthouse and tell your complaints if you have any.
Yr. 01 If you would be a lawyer.
Age 17
Yr. 07 By going to court.
Yr. 01 You could go to the court house, you could tell them that you don't like it.
Through the courts.

115 = USE THE MASS MEDIA - APPEAR ON OR WRITE TO THE RADIO, THE TELEVISION; WRITE TO THE NEWSPAPERS

Age 13
Yr. 07 No samples
Yr. 01 I'd put my gripe in the newspaper.
Write to the editor of the paper.
Age 17
Yr. 07 Write letters to editor.
Yr. 01 By writing into the newspapers and editorials.
Use mass media.
Write to editor of local paper and voice your opinion.
I can have an article put in the newspaper.

116 = USE/THREATEN TO USE THE ELECTION PROCESS - VOTE (INCLUDES CONDITIONAL "IF"), RECALL, REFERENDUM, CAMPAIGN, RUN FOR OFFICE

Age 13
Yr. 07 You might be able to talk to others so they could vote on it and maybe it would influence vote for who you think will do the best job.
Because we are the ones who have elected them.
The people can vote against a certain thing if enough vote against it they can't have their way.
By voting at elections.
Yr. 0 Help campaign.
You can become a senator or a mayor.

Categories and sample responses are listed below.

116 = (CONTINUED)

Age 17
Yr. 07 By a referendon.
By voting for the candidate you believe in.
Help a person run for office convince others to vote for him or her and vote for the person myself.
By having the right to vote for people to run the offices.
Campaign for what you think is right, get others to help.
Yr. 01 Issues, campaigning for issues.
Run for office.
In elections talking to people to convince them, influence your family, friends and others.

117 = JOIN OR FORM A GROUP, LOBBY, JOIN A POLITICAL PARTY (DOES NOT INCLUDE SPECIFIC REFERENCES TO ELECTION ACTIVITIES)

Age 13
Yr. 07 No samples
Yr. 01 Get a group togethr and try to change things.
Help organize people who suppot you.
Not by yourself, you need a group.
Age 17
Yr. 07 Lobbying.
If there happens to be a bill going through congress that I either like or dislike I have the power to lobby that bill.
Yr. 01 Becoming active in committees or organizations concerned with government.
By joining a group or organizing one in order to act with greater weight.
Teenagers today have had a great influence in schools. By organizing a committee we could get the demands we wanted if they were fair.

Categories and sample responses are listed below.

118 = ONLY GIVES A GENERAL METHOD OF INFLUENCING

Age 13
Yr. 07 No samples
Yr. 01 By giving your ideas in writing or debating.
Making speeches.
Phone calls, oral and written messages.
Age 17
Yr. 07 By going to local meetings and expressing my opinion.
Yr. 01 Attend meetings and maybe speaking.
Just by speaking up.
It would be easier to voice my opinion through a discussion.
Write letters, make suggestions.

119 = WRITE TO, SPEAK TO, GET IN TOUCH WITH REPRESENTATIVE, SENATOR, OTHER ELECTED OFFICIAL; INCLUDES GENERAL REFERENCE TO GETTING IN TOUCH WITH SOMEONE HIGHER UP, SOMEONE IN AUTHORITY (ASSUME 'WRITE TO THEM' AND 'TALK TO THEM' IN THIS CATEGORY UNLESS FURTHER EXPLAINED)

Age 13
Yr. 07 By telling them what you want and waiting patiently for it.
I could go talk to the Senator or governor of our state and get his decission on it.
Yr. 01 Complain to local authorities.
Write to the government and express your opinion.
Write to the officials and make your thoughts known.
Suggestions at council meetings.
Age 17
Yr. 07 You can go to the mayor.
Anyone can have influence if they care enough to contact their representatives and discuss their views with him.
You can write to the governor or even go see him. Or you can go to Congress with whatever you have.
Write your congressman or call on him.
Participate in city council meetings.
Yr. 01 Mayors Youth Council Members.
Writing to people of importance - men in power - congressmen.
Personal contact with local officials.

Categories and sample responses are listed below.

120 = TALK TO, WRITE TO, GET IN TOUCH WITH OTHER PEOPLE, DISCUSS THE SITUATION, FIND OUT WHAT OTHER PEOPLE THINK, MEET WITH OTHER PEOPLE

Age 13
Yr. 07 No samples
Yr. 01 I might set up a public opinion poll
Voice my opinion to my mother. Point out things to her.
If there's a meeting everyone expresses his opinion and it is taken into consideration.
Talk and let people know how you feel.
Age 17
Yr. 07 If you get enough people they have to get concerned.
Speaking for the people. Talking to the people to find out what they want.
You can bring your positions before the public.
By getting other people to back you up.
Yr. 01 Get people together and get their opinion.
Influence others, parents and friends explaining all I know.
By getting other people interested.
If some students ban together they could get something across.

121 = GENERAL REFERENCES TO GETTING INFORMATION, BECOMING INFORMED/KNOWLEDGEABLE, READING UP ON THE SITUATION

Age 13
Yr. 07 Because I listen to what happening to our government now a days.
By reading and thinking about how we're going to handle things.
You would go to the library look see it they have it. If you don't see it ask someone who works there.
You could learn about the government and see how it was formed.
Yr. 01 Could read and get knowledge and put it together and see what would happen.
Age 17
Yr. 07 No samples
Yr. 01 Studying about it and getting all the information you can.
Know issues.
By reading up on different things that happen.

3-401001-127-23
PART B

Categories and sample responses are listed below.

122 = INFLUENCE THROUGH TAKING ADVANTAGE OF POLITICAL FRIENDSHIPS

Age 13
Yr. 07 No samples
Yr. 01 My dad is a school director, and I could tell him.
Age 17
Yr. 07 Know some special person.
Because the mayor and myself are very close friends. And besides he likes to do and understand what the people say.
I know several people in clubs and businesses that are listened to by the government and who listen to me.
Yr. 01 My uncle is a district leader, I could state the problem to him and he would know people to go to. .Sp 1

250 = OTHER - VAGUE OR NONSENSICAL RESPONSES AND OTHER UNACCEPTABLES THAT DO NOT HAVE AN ESTABLISHED CATEGORY

Age 13
Yr. 07 The way the government talks.
If the gov. wanted to make a law that involves kids we could have are say about the law.
I think I have more influence.
Ever boody elase dos so we can.
Everything that go on in state the people have something to do with.
Yr. 01 Be a better student in school.
I could practice like an honest politician.
If someone got hit on a bicycle on playground could go to police and tell them.
They must consider the children.
Age 17
Yr. 07 We have the right to some things.
Then they might look at the problem different.
I think if all the people want one thing, I'm sure the government isn't going to ignore all those people.
Yr. 01 I wouldn't know how to go about it but maybe I could influence them.
Because we will have to use it later on.

Categories and sample responses are listed below.

251 = BRIBE, OFFER MONEY

Age 13
Yr. 07 No samples
Yr. 01 No samples
Age 17
Yr. 07 No samples
Yr. 01 No samples

252 = REFERENCES TO DISOBEYING THE LAW, RIOTING, USING VIOLENCE

Age 13
Yr. 07 No samples
Yr. 01 No samples
Age 17
Yr. 07 We can stage a revolt and overthrow the government. This would surely influence our government.
Yr. 01 No samples

399 = I DON'T KNOW

3-401001-127-23
PART C

SCORING GUIDE: PART C

Categories and sample responses are listed below.

000 = NO RESPONSE

250 = OTHER - VAGUE OR NONSENSICAL RESPONSES AND OTHER UNACCEPTABLES THAT DO NOT HAVE AN ESTABLISHED CATEGORY

Age 13
Yr. 07 Because he never cume to our city.
The people have to make a decision.
Because its not his fault he got ellected governor.
Because no body ask our opinion!
Yr. 01 Not fit to give anyone suggestions.
You might get into trouble or your parents would.
I'm not a citizen, my mother can't even vote the levy or anything.
Age 17
Yr. 07 I just don't think so.
People don't usually listen to local government.
Because I don't think he will be the right one.
I am not a citizen of this country.
People don't listen to minority groups. They only listen to people with people.
Yr. 01 There isn't any real way to express yourself.
I never got a chance to talk to them.
I don't have the rights.
I have not lived in the U.S. long enough.

3-401001-127-23
PART C

Categories and sample responses are listed below.

251 = EVERYTHING IS FINE, HAVEN'T TRIED

Age 13
Yr. 07 Can't think of any reason think it is ok as is.
I don't see any problem I would like changed right now.
Yr. 01 Has nothing to complain about.
Everything seems to be well taken care of.
Government has been doing well so far and doesn't need change.
They are doing what's right.
Age 17
Yr. 07 Because I think they doing all what they can.
Yr. 01 I think they are doing a good job.
There is nothing around me now that will influence me to doing anything.
I don't see any problem I would like changed right now.

252 = UNINTERESTED, I DON'T CARE, NONE OF MY BUSINESS, NOT MY JOB, NO REASON TO, DON'T WANT TO

Age 13
Yr. 07 Because I don't really like pollitis.
I wouldn't want to.
I ame not interested in it.
I don't care about local governments.
Yr. 01 Because the government should do its own job.
Its none of my business.
Because that is the government business and people didn't vote for us.
Whatever he does is right - it has to be, and its his business.
Age 17
Yr. 07 I don't get into that stuff.
I don't really participate or have any interest in the government.
Not interested.
Yr. 01 What they do is none of my business.
Do not like it enough to take part.
I am not ready or interested in it.

3-401001-127-23
PART C

Categories and sample responses are listed below.

253 = I DON'T VOTE, I'M TOO YOUNG TO VOTE

Age 13
Yr. 07 Because children cannot vote because the people would think that we don't know to much about politics.
I haven't reached the age where I can vote and I don't think up very, very, very good suggestions.
We arent' old enough. Only 18 and over can vote. 5 more years then I can.
Yr. 01 Because we can't vote, our parents can.
I'm not of age right now.
I don't know the government and I'm only a minor.
Age 17
Yr. 07 I'm not of age to vote.
Because kids are age can't vote and don't have to much speech.
Because I'm not even old enough to vote and I'm not involved in any kind of government.
Yr. 01 Because I'm not allowed to vote in any of the issues concerning the local govt.
I'm still not old enough to vote.
Because I am not able to vote right now and the majority of things are voted upon.

254 = RESPONSES THAT INDICATE IT CAN BE DONE BUT NOT BY ONE PERSON; NOT BY THAT SPECIFIC STUDENT - I'M NOT SMART ENOUGH, DON'T KNOW HOW TO DO IT, KNOW NOTHING ABOUT GOVERNMENT, I'M NOT IMPORTANT ENOUGH, I'M TOO YOUNG, ONE PERSON CAN'T DO ANYTHING, TAKES A GROUP, I'M NOT RICH ENOUGH

Age 13
Yr. 07 Because I am too young and not really interested in the government right to make decisions.
Cus I'm only one kid and usually it takes more than one person to have them change something.
They probably wouldn't lesten to me if I had something to say.
I don't think I have the qualifications.
I don't think you could get in touch with the governor.
Yr. 01 Don't know enough about politics.
They wouldn't listen to me.
Not personal friend of Mayor.
I just couldn't convince them to do it.
Not at my age, I'm not that important.

3-401001-127-23
PART C

Categories and sample responses are listed below.

254 = (CONTINUED)

Age 17
Yr. 07 I dont believe I can because of my age.
Because I'm not qualified.
I wouldn't have any influence alone but if enough people felt I do then maybe I would.
Because I not that well informed.
Because the system neglects the normal in society.
They wouldn't listen to you.
Yr. 01 Don't have the power and don't know how.
Not a taxpayer. One person couldn't do anything, even though the officials would listen.
Single person can't inflict power to influence.
Because you need more than one person to have any influence on the govt.

255 = RESPONSES THAT INDICATE IT CAN BE DONE BUT NOT BY THAT AGE - NO ONE LISTENS TO YOUNG PEOPLE, NO ONE PAYS ATTENTION TO TEENAGERS

Age 13
Yr. 07 Because to grown-ups were just dumb little kids that don't know anything.
They don't take influences from kids.
We don't have a part in this because of our age.
Because we are too young and don't know anything about it.
Because were just kids they wouldn't listen to us.
Yr. 01 People think kids aren't old enough to give an opinion.
The local young people aren't allowed to give their views, or they are not listened to.
Only grownups can, who listens to kid?
They usually ask grown-ups, not kids.
Adults don't listen to teenagers.
Age 17
Yr. 07 I don't think younger people have any say.
Because we are too young and they wouldn't listen to us.
Because the town is run by adults and the youth have no say in any of the matters.
Nobody has time or patients to listen to kids. They don't really give the youths of America a chance.
Because most older people will listen but they won't hear you. They think we are too young to know what it actually happening.
Yr. 01 This is limited to adults.
We don't have that much say so because we are too young.
Not old enough to effect decisions.

3-401001-127-23
PART C

Categories and sample responses are listed below.

256 = RESPONSES THAT INDICATE THAT EVEN A GROUP WOULD BE INEFFECTUAL, NOBODY CAN DO ANYTHING

Age 13
Yr. 07 They make the rules and we can't change them.
They make the final decision.
The government doesn't care about what you think till its time to vote.
Just becus you think something should be done, doesn't mean they ever do anything about it.
Because they probably wouldn't listen anyhow.
Yr. 01 Big organized groups such as Welfare Rights Organizations can't get anything done so how can I!
Its the government's decisior and no one can change that.
Age 17
Yr. 07 Because the government won't listen to the small people.
Because they won't listen to us.
Because the government doesn't listen.
Yr. 01 Political situation of our country is more or less ruled by a few people + hard for anyone to influence this group.
Because our town is run basically by a few people and I don't think nothing could change that.

399 = I DON'T KNOW

A. I would like to be able to help decide what we do in class.

● True about me

○ NOT true about me

○ I don't know.

B. I have some say about what we do in class.

● True about me

○ NOT true about me

○ I don't know.

Exercise #: R401005

NAEP #: 401005-717-1

Objective: IV. PARTICIPATE IN DEMOCRATIC CIVIC IMPROVEMENT
Subobjective: A. Believe that each person's participatory behavior is important, and convey this belief to others.
Subobjective: E. Apply democratic procedures effectively in small groups.

Exercise Type: Multiple Choice
Scoring Type: Machine
Administration Mode: Group
Stimulus Type: Paced Tape

Overlap: 9
Package-Exercise: 04-27

Timing: (in seconds)
Part A Stimulus: 11
Response: 11
Total: 22
Part B Stimulus: 10
Response: 11
Total: 21
Exercise Total: 43

NOTE: Objectives for this exercise differed by part: Part A - IV-A, Part B - IV-E.

Suppose you lived in a town with many one-way streets. Some people ride bicycles the wrong way on these one-way streets, even though it is against the law. People seldom get hurt. How important is it for you to obey the law about riding on one-way streets?

- ● Very important to obey the law
- ○ Somewhat important to obey the law
- ○ Not very important to obey the law
- ○ Not important at all to obey the law

- ○ I don't know.

Exercise #: R401006

NAEP #: 401006-717-12

Objective: IV. PARTICIPATE IN DEMOCRATIC CIVIC IMPROVEMENT
Subobjective: A. Believe that each person's participatory behavior is important, and convey this belief to others.
Objective: II. SUPPORT JUST LAW AND THE RIGHTS OF ALL INDIVIDUALS
Subobjective: E. Comply with public laws.

Exercise Type: Multiple Choice
Scoring Type: Machine
Administration Mode: Group
Stimulus Type: Paced Tape

Overlap:	9	13
Package-Exercise:	04-13	10-24
Timing: (in seconds)		
Stimulus:	32	32
Response:	31	16
Exercise Total:	63	48

If you saw several students fighting in a school hallway, what would you do?

○ Stay and watch the fight
○ Try to stop the fight myself
● Look for a teacher or principal to stop the fight
○ Leave as soon as possible and not report the fight

○ I don't know.

Exercise #: R401015

NAEP #: 401015-717-123

Objective: IV. PARTICIPATE IN DEMOCRATIC CIVIC IMPROVEMENT
Subobjective: A. Believe that each person's participatory behavior is important, and convey this belief to others.

Exercise Type:	Multiple Choice
Scoring Type:	Machine
Administration Mode:	Group
Stimulus Type:	Paced Tape

Overlap:	9	13	17
Package-Exercise:	04-16	09-27	09-27
Timing: (in seconds)			
Stimulus:	19	20	5
Response:	21	15	15
Exercise Total:	40	35	20

Camelia is a beautiful town which lies between the ocean and a coastal mountain range. You and many residents of the town are shocked to find that the Fumex Chemical Company may be given permission by the town council to set up a large plant in Camelia. Fumex plants are known to emit the worst possible pollutants.

If you lived in Camelia, which one of the following actions would you take?

- ● Contact members of the town council and explain that you are strongly opposed to a Fumex plant in Camelia and that you are certain many of your neighbors feel the same way
- ○ Organize a group of citizens to gather information on the harmful effects of Fumex and present the town council with a petition requesting that Fumex not be allowed in Camelia
- ○ Organize a group of citizens to contact the Fumex Company and try to get the company to guarantee that they will control the pollution once they move to Camelia
- ○ Not really get involved one way or the other
- ○ I don't know.

Exercise #: R402023

NAEP #: 402023-717-3

Objective: IV. PARTICIPATE IN DEMOCRATIC CIVIC IMPROVEMENT
Subobjective: B. Favor organized civic action where it is needed.
Subobjective: C. Actively work for civic improvement.
Subobjective: D. Participate in local, state, and national governmental processes.

Exercise Type:	Multiple Choice
Scoring Type:	Machine
Administration Mode:	Group
Stimulus Type:	Paced Tape

Overlap:	17
Package-Exercise:	10-12

Timing: (in seconds)

Stimulus:	64
Response:	21
Exercise Total:	85

Have you ever worked individually or with other students to try to bring about changes like these in your school?

A. Changes in school rules

● Yes
○ No

B. Improvements in the buildings or grounds

● Yes
○ No

C. Changes in courses offered

● Yes
○ No

D. Increase in extra-curricular activities

● Yes
○ No

E. Changes in ways decisions are made

● Yes
○ No

Exercise #: R403003

NAEP #: 403003-717-23

Objective: IV. PARTICIPATE IN DEMOCRATIC CIVIC IMPROVEMENT
Subobjective: C. Actively work for civic improvement.
Subobjective: D. Participate in local, state, and national governmental processes.

Exercise Type: Multiple Choice
Scoring Type: Machine
Administration Mode: Group
Stimulus Type: Paced Tape

Overlap:	13	17
Package-Exercise:	09-04	09-04
Timing: (in seconds)		
Introduction:	6	6
Part A Stimulus:	3	3
Response:	11	8
Total:	14	11
Part B Stimulus:	3	3
Response:	11	8
Total:	14	11
Part C Stimulus:	3	2
Response:	11	8
Total:	14	10
Part D Stimulus:	4	3
Response:	11	8
Total:	15	11
Part E Stimulus:	3	3
Response:	11	8
Total:	14	11
Exercise Total:	77	60

A. I am interested in learning about government.

● True about me
○ NOT true about me

○ I don't know.

B. I like to watch TV programs about elections and politics.

● True about me
○ NOT true about me

○ I don't know.

C. I like to guess who is going to win in elections.

● True about me
○ NOT true about me

○ I don't know.

Exercise #: R403024

NAEP #: 403024-717-23

Objective: IV. PARTICIPATE IN DEMOCRATIC CIVIC IMPROVEMENT
Subobjective: C. Actively work for civic improvement.
Subobjective: A. Believe that each person's participatory behavior is important, and convey this belief to others.
Subobjective: D. Participate in local, state, and national governmental processes.

Exercise Type: Multiple Choice
Scoring Type: Machine
Administration Mode: Group
Stimulus Type: Paced Tape

Overlap:	13	17
Package-Exercise:	09-10	09-10
Timing: (in seconds)		
Part A Stimulus:	4	3
Response:	11	7
Total:	15	10
Part B Stimulus:	5	5
Response:	11	7
Total:	16	12
Part C Stimulus:	5	4
Response:	11	8
Total:	16	12
Exercise Total:	47	34

NOTE: This exercise was administered as a background question at age 9 (reference Exercise 3-691007-717C1). As a background question it was administered in each package. Average administration times were comparable to those shown above for age 13.

Suppose our government officials in Washington passed a law which you believed to be unjust. Would you try to do something to get the law changed?

○ No, I wouldn't want to.

○ No, because I don't know what I could do.

○ Yes, but I don't know what I could do.

● Yes, I would try to do something such as ______________________________

____

____

____

Exercise #: R404004

NAEP #: 404004-717-23

Objective: IV. PARTICIPATE IN DEMOCRATIC CIVIC IMPROVEMENT
Subobjective: D. Participate in local, state, and national governmental processes.
Subobjective: C. Actively work for civic improvement.
Objective: II. SUPPORT JUST LAW AND THE RIGHTS OF ALL INDIVIDUALS
Subobjective: F. Oppose unjust rules, laws, and authority by lawful means.

Exercise Type: Open Ended
Scoring Type: Semi-Professional
Administration Mode: Group
Stimulus Type: Paced Tape

Overlap:	13	17
Package-Exercise:	08-16	10-09
Timing: (in seconds)		
Stimulus:	22	22
Response:	31	30
Exercise Total:	53	52

UNJUST FEDERAL LAW

SCORING GUIDE

Categories and sample responses are listed below.

000 = NO RESPONSE

110 = OTHER - RESPONSES THAT ARE ACCEPTABLE BUT DO NOT HAVE AN ESTABLISHED CATEGORY AND ACCEPTABLE RESPONSES THAT ARE TOO VAGUE TO CATEGORIZE

Age 13
Yr. 07 Show everyone how unjust the law is.
To work to change the laws.
Age 17
Yr. 07 Explain otherwise.

111 = PETITION - CIRCULATE OR SIGN

Age 13
Yr. 07 Make a petition and send it to my congressman.
Age 17
Yr. 07 Get a petition started and get it to my senator or representative.
Get a petition signed by all the people who disagree.
Making petitions and urging people to understand my point of view.
Get a petition going against the law.

112 = CIRCULATE PAMPHLETS, BUMPER STICKERS, BILLBOARDS, POSTERS, BUTTONS

Age 13
Yr. 07 No samples.
Age 17
Yr. 07 No samples.

3-404004-717-23

CATEGORIES AND SAMPLE RESPONSES ARE LISTED BELOW.

113 = DEMONSTRATE, PROTEST, PICKET, CIVIL DISOBEDIENCE (AN ORGANIZED GROUP ACTIVITY OR SPECIFIES THEY WOULD DISOBEY THE RULE TO MAKE A POINT)

Age 13
Yr. 07 Have a picket set up for what I belive is right.
Getting a group to hold a protest against it.
Breaking the law on purpose, then take it to the court and try to prove it unconstitutional.
Age 17
Yr. 07 Demonstrating in public, attend rallys.
Go protest in Washington, something to get attention.
Protest.
A legal protest of some sort - non-violenc.
Gather other people who have the same attitude towards the law and protest.
Get up demonstrations and protest to get the law changed to help the American people.

114 = LEGAL ACTION (COURT ACTION), SUE

Age 13
Yr. 07 Going to court and getting the job done.
Age 17
Yr. 07 I take it to court and test its merits.
Try to get it taken to the Supreme court to see if it is unconstitutional or not.
Write letters to the supreme Court.

115 = USE THE MASS MEDIA - APPEAR ON OR WRITE TO THE RADIO, THE TELEVISION; WRITE TO THE NEWSPAPERS

Age 13
Yr. 07 Use mass media.
Write a letter to editor of newspapers.
Age 17
Yr. 07 Write an editorial opinions to newspapers and TV stations.
Write the newspaper in my area.
Write to the papers and let people become aware of the problem.

Categories and sample responses are listed below.

116 = USE/THREATEN TO USE THE ELECTION PROCESS - VOTE (INCLUDES CONDITIONAL "IF"), RECALL, REFERENDUM, CAMPAIGN, RUN FOR OFFICE

Age 13
Yr. 07 By voting, making suggestions to authorities.
Being active in campaigns for.
Age 17
Yr. 07 Referendum bill.
Get a petition going around to have the law referred to the people (referendum) or to have it recalled and reevaluated.

117 = JOIN OR FORM A GROUP, LOBBY, JOIN A POLITICAL PARTY (DOES NOT INCLUDE SPECIFIC REFERENCES TO ELECTION ACTIVITIES)

Age 13
Yr. 07 Form a committee.
Join the party and work.
Age 17
Yr. 07 Lobbying, getting public opinion on it.
Form a committee against the law.

118 = ONLY GIVES A GENERAL METHOD OF INFLUENCING

Age 13
Yr. 07 Talk but no one would leson I'm just a minor.
Write.
Attend meetings.
Write letters.
Speak out.
Age 17
Yr. 07 Writing a letter and at least express my opinion.
Writing a letter of disapproval.
Writing a letter.

Categories and sample responses are listed below.

119 = WRITE TO, SPEAK TO, GET IN TOUCH WITH REPRESENTATIVE, SENATOR, OTHER ELECTED OFFICIAL; INCLUDES GENERAL REFERENCE TO GETTING IN TOUCH WITH SOMEONE HIGHER UP, SOMEONE IN AUTHORITY (ASSUME 'WRITE TO THEM' AND 'TALK TO THEM' IN THIS CATEGORY UNLESS FURTHER EXPLAINED)

Age 13
Yr. 07
Write my congressman.
Go to the president and have him chang it.
Write to the officials our our state senator.
Tell the congressman to take it to congress and get a revote.
Write them letters and get other people to help in this way.
I would write the Government and give him my reason.

Age 17
Yr. 07
Write to my representative or senator.
Write and complain to my congressman.
Write a letter to the President or Congress.
Going to the elected officials of my area for his help and in Washington.
Express my opinions to the gov't.
Write letters to the mayor, congressman, etc.

120 = TALK TO, WRITE TO, GET IN TOUCH WITH OTHER PEOPLE, DISCUSS THE SITUATION, FIND OUT WHAT OTHER PEOPLE THINK, MEET WITH OTHER PEOPLE

Age 13
Yr. 07
Get some adults to help me.
Take a survey to see how many people like the law.

Age 17
Yr. 07
First I would see if others felt as I did, if quite a few did I'd go from there.
I would try to get with other people who feel the same and do something to get it thought about again, changed or new law with revisions.
Getting together with other people that could help.
Talk it over with other people who know a lot about the government.
Getting other people together, who didn't like it either, and seeing if there was a chance of doing something.

Categories and sample responses are listed below.

121 = GENERAL REFERENCES TO GETTING INFORMATION, BECOMING INFORMED/KNOWLEDGEABLE, READING UP ON THE SITUATION

Age 13
Yr. 07 No samples.
Age 17
Yr. 07 No samples.

122 = INFLUENCE THROUGH TAKING ADVANTAGE OF POLITICAL FRIENDSHIPS

Age 13
Yr. 07 My Daddy is on the city council. I know the mayor and chief of police.
Age 17
Yr. 07 No samples.

250 = OTHER - VAGUE OR NONSENSICAL RESPONSES AND OTHER UNACCEPTABLES THAT DO NOT HAVE AN ESTABLISHED CATEGORY

Age 13
Yr. 07 Change the law but make it state the something better.
Ask the country what we should do.
Age 17
Yr. 07 Depends how it effects me personily.
Getting the law changed to suit a better purpose.

251 = BRIBE, OFFER MONEY

Age 13
Yr. 07 No samples.
Age 17
Yr. 07 No samples.

252 = REFERENCES TO DISOBEYING THE LAW, RIOTING, USING VIOLENCE

Age 13
Yr. 07 No samples.
Age 17
Yr. 07 Break it.

3-404004-717-23

Categories and sample responses are listed below.

253 = USE INTIMIDATION

Age 13
Yr. 07 No samples.
Age 17
Yr. 07 No samples.

254 = COMPLYING RATHER THAN CHANGING: INCLUDES DOING NOTHING: OBEY IT

Age 13
Yr. 07 No samples.
Age 17
Yr. 07 No samples.

255 = NOTHING CAN BE DONE

Age 13
Yr. 07 No samples.
Age 17
Yr. 07 No samples.

399 = I DON'T KNOW

Have you ever helped in a public election campaign?

● Yes

○ No

(If Yes) What did you do?

Exercise #: R404005
Yr.1 Rel: U493

NAEP #: 404005-127-3

Objective: IV. PARTICIPATE IN DEMOCRATIC CIVIC IMPROVEMENT
Subobjective: D. Participate in local, state, and national governmental processes.
Subobjective: C. Actively work for civic improvement.
Objective: III. KNOW THE MAIN STRUCTURE AND FUNCTIONS OF THEIR GOVERNMENTS
Subobjective: F. Recognize that democracy depends on the alertness and involvement of its citizens, and know how citizens can affect government.

Theme: ATTITUDES
Subtheme: Belief in the worth of the individual.

Exercise Type: Open Ended
Scoring Type: Semi-Professional
Administration Mode: Group
Stimulus Type: Paced Tape

Overlap: 17
1975-1976 Package-Exercise: 11-02
1969-1970 Package-Exercise: 08-17

Timing: (in seconds)
Part A Stimulus: 5
Response: 2
Total: 7
Part B Stimulus: 6
Response: 22
Total: 28
Exercise Total: 35

SCORING GUIDE

Categories and sample responses are listed below.

000 = NO RESPONSE

110 = OTHER-RESPONSES THAT ARE ACCEPTABLE BUT DO NOT HAVE AN ESTABLISHED CATEGORY AND ACCEPTABLE RESPONSES THAT ARE TOO VAGUE TO CATEGORIZE

Age 17
Yr. 07 I helped my principal run for education supervisor.
I worked to get money for prop. 15.
I campaigned for John Gilligan in 1974 when he ran for re-election this year I'm campaigning for Jimmy Carter.
I helped in a public election in which my father ran for the House of Representatives.
Yr. 01 Helped sell tickets for a banquet.
I made posters for a candidate.
I babysat while people voted.
I attended rallies.

111 = PETITION - CIRCULATED OR SIGNED

Age 17
Yr. 07 No samples
Yr. 01 I campaigned and went around collecting petitions for Eugene McCarthy for president.
Helped to get signatures on petition to run for office
I distributed petitions.

112 = CANVASSED DOOR TO DOOR, TALKED TO PEOPLE, TELEPHONED PEOPLE

Age 17
Yr. 07 Went from door to door campaigning for my dad.
Went doorbelling.
Made telephone calls.
Yr. 01 I canvassed and passed out information.
Phones people to see if they needed a ride to vote.
Then I went from house to house telling people why a candidate was qualified.
We called people and urged them to vote in the election.

Categories and sample responses are listed below.

113 = WORKED AT CAMPAIGN HEADQUARTERS - STUFFED ENVELOPES, ANSWERED THE PHONE, GAVE INFORMATION, TYPED, FILED

Age 17
Yr. 07 Helped with work at campaign headquarters.
Generally I helped stuff envelopes.
Fill balloons.
Yr. 01 Took publicity pictures.
Adressed envelopes and answered phones at the main headquarters.
I worked at party headquarters.

114 = DISTRIBUTED CAMPAIGN LITERATURE, BUTTONS; PUT UP POSTERS

Age 17
Yr. 07 I helped to give out flyers at houses in the election area.
I delivered pamphlets to the people in town.
Handed out literature at fair.
Pass out cards and bumper stickers.
Yr. 01 I destributed campaign literature.
Help put up signs supporting a certain candidate and party.
Passed out campaign literature for 12th district Aldermen.
Helped a congressmen put up signs and pamphlets.

115 = MADE A SPEECH, PARTICIPATED IN PANEL DISCUSSIONS

Age 17
Yr. 07 No samples
Yr. 01 I wrote an introduction speech for the candidate.
I looked up references and made a talk before the class about a candidate.
Made a short speech.

Categories and sample responses are listed below.

116 = ADVERTISED FOR A CANDIDATE - WORE A BUTTON, PUT A STICKER ON CAR/BIKE

Age 17
Yr. 07 I held posters.
Yr. 01 I bought a button.
In NY, I walk with a banner up and down the hall in radio city music hall.
Displayed a bumper sticker.
I've only helped by wearing the buttons and displaying the bumper stickers of my candidate.

117 = NON PARTISAN ACTIVITIES, WORKED AT A POLLING PLACE, HELPED REGISTER VOTERS

Age 17
Yr. 07 I relayed election results to a news program.
Yr. 01 I helped train or show people how to write in a vote.
I passed out flyers advertising an election.
I helped to sign up voters not previously registered.
I called in election results to WATE-TV station by phone from a voting precinct.

118 = GAVE MONEY

Age 17
Yr. 07 No samples
Yr. 01 I have contributed money to a political campaign.

119 = MANAGED A CAMPAIGN, ORGANIZED PEOPLE, COORDINATED ACTIVITIES

Age 17
Yr. 07 No samples
Yr. 01 I helped to campaign for a presidential candidate. I was a student coordinator in charge of 4 high schools.
I founded and chaired a teenage political group.
I was the district youth manager for a candidate.

Categories and sample responses are listed below.

120 = GENERAL, WORKED THROUGH A GROUP - YOUNG REPUBLICANS, YOUNG DEMOCRATS (DOES NOT INDICATE WHAT HE/SHE DID)

Age 17
Yr. 07 No samples
Yr. 01 No samples

121 = DROVE PEOPLE TO THE POLLS

Age 17
Yr. 07 No samples
Yr. 01 Drove older people to the polls.

250 = OTHER - VAGUE OR NONSENSICAL RESPONSES AND OTHER UNACCEPTABLES THAT DO NOT HAVE AN ESTABLISHED CATEGORY

Age 17
Yr. 07 No samples
Yr. 01 Stole the opponents signs.
I voted.

399 = I DON'T KNOW

Mary and Tim were working on a class report. They could not agree on who should present the report to the class. They began to argue. How would you help Mary and Tim decide what to do?

○ I would tell Tim to let Mary make the report this time.

● I would ask Mary and Tim to think of ways that both of them could give the report together.

○ I would ask the teacher to help decide.

○ I don't know.

Exercise #: R405005

NAEP #: 405005-717-12

Objective: IV. PARTICIPATE IN DEMOCRATIC CIVIC IMPROVEMENT
Subobjective: E. Apply democratic procedures effectively in small groups.

Exercise Type: Multiple Choice
Scoring Type: Machine
Administration Mode: Group
Stimulus Type: Paced Tape

Overlap:	9	13
Package-Exercise:	04-10	08-04
Timing: (in seconds)		
Stimulus:	29	28
Response:	25	16
Exercise Total:	54	44

For this exercise, each part has three answer choices. They are "Often," "Sometimes" and "Never." For each exercise part, you should fill in the ONE oval which best describes how you work in a group.

A. When I'm working in a group, I'm willing to listen to the ideas of others.

● Often
○ Sometimes
○ Never

B. When I'm working in a group, I'm willing to suggest ways the group might work together.

● Often
○ Sometimes
○ Never

C. When I'm working in a group, I'm willing to tell the group how well I think we are doing.

● Often
○ Sometimes
○ Never

D. When I'm working in a group, I'm willing to work hard to help the group.

● Often
○ Sometimes
○ Never

Exercise #: R405010

NAEP #: 405010-717-1

Objective: IV. PARTICIPATE IN DEMOCRATIC CIVIC IMPROVEMENT
Subobjective: E. Apply democratic procedures effectively in small groups.

Exercise Type: Multiple Choice
Scoring Type: Machine
Administration Mode: Group
Stimulus Type: Paced Tape

Overlap: 9
Package-Exercise: 04-09

Timing: (in seconds)
Introduction: 15
Part A Stimulus: 9
Response: 15
Total: 24
Part B Stimulus: 10
Response: 15
Total: 25
Part C Stimulus: 10
Response: 15
Total: 25
Part D Stimulus: 9
Response: 15
Total: 24
Exercise Total: 113

A. Sometimes I am willing to be a leader in a game.

● True about me
○ NOT true about me

○ I don't know.

B. Instead of the teacher deciding, I like the class to vote on what games we play at recess.

● True about me
○ NOT true about me

○ I don't know.

C. When I play with my friends I like to help decide what we are going to play.

● True about me
○ NOT true about me

○ I don't know.

D. When my friends argue I always stick up for the friend I like best.

○ True about me
● NOT true about me

○ I don't know.

E. When my class votes to do a project I'm not interested in, I help the class complete the project.

● True about me
○ NOT true about me

○ I don't know.

Exercise #: P405011

NAEP #: 405011-717-1

Objective: IV. PARTICIPATE IN DEMOCRATIC CIVIC IMPROVEMENT
Subobjective: E. Apply democratic procedures effectively in small groups.
Subobjective: A. Believe that each person's participatory behavior is important, and convey this belief to others.

Exercise Type: Multiple Choice
Scoring Type: Machine
Administration Mode: Group
Stimulus Type: Paced Tape

Overlap: 9
Package-Exercise: 04-03

Timing: (in seconds)

Part A	Stimulus:	10
	Response:	11
	Total:	21
Part B	Stimulus:	13
	Response:	11
	Total:	24
Part C	Stimulus:	12
	Response:	11
	Total:	23
Part D	Stimulus:	10
	Response:	10
	Total:	20
Part E	Stimulus:	13
	Response:	11
	Total:	24
Exercise Total:		112

NOTE: Objectives for this exercise differed by part: Part A - IV-A, Part B - IV-A, Part C - IV-A, Part D - IV-AE, Part E - IV-E.

A. Communities have many different problems. What is the most important problem in your community?______________________________

____

B. What is one thing that has been proposed for dealing with this problem?____

____

Exercise #: R500001
Yr.1 Rel: U508

NAEP #: 500001-127-3

Objective: V. UNDERSTAND IMPORTANT WORLD, NATIONAL, AND LOCAL CIVIC PROBLEMS
Subobjective: A. Understand social conflict among individuals, groups, and nations and value non-violent means to achieve peace and social harmony.

Exercise Type: Open Ended
Scoring Type: Semi-Professional
Administration Mode: Group
Stimulus Type: Paced Tape

Overlap: 17
1975-1976 Package-Exercise: 06-08
1969-1970 Package-Exercise: 13-18

Timing: (in seconds)
Part A Stimulus: 7
Response: 30
Total: 37
Part B Stimulus: 5
Response: 31
Total: 36
Exercise Total: 73

SCORING GUIDE: PART A

Categories and sample responses are listed below.

000 = NO RESPONSE

110 = OTHER - RESPONSES THAT ARE ACCEPTABLE BUT DO NOT HAVE AN ESTABLISHED CATEGORY AND ACCEPTABLE RESPONSES THAT ARE TOO VAGUE TO CATEGORIZE

Age 17
Yr. 07 No samples
Yr. 01 No samples

111 = CRIME, CRIME RATE, LAW ENFORCEMENT, POLICE, PEOPLE GETTING INTO TROUBLE, DANGEROUS ON THE STREET AT NIGHT

Age 17
Yr. 07 Law enforcement.
Robberies
Yr. 01 Stealing breaking into houses.

112 = DRUGS, ALCOHOLISM

Age 17
Yr. 07 Big drinking problem with young people.
Dope
Yr. 01 Crime

113 = HOUSING - INADEQUATE, URBAN RENEWAL, POOR CONDITIONS, SLUMS, ZONING

Age 17
Yr. 07 Poor housing.
Poverty - especially housing.
Yr. 01 No samples

114 = EMPLOYMENT - LACK OF JOBS

Age 17
Yr. 07 No samples
Yr. 01 No samples

115 = POVERTY - WELFARE, CONCERN FOR THE POOR, NOT ENOUGH MONEY

Age 17
Yr. 07 No samples
Yr. 01 No samples

Categories and sample responses are listed below.

116 = RACIAL PROBLEMS (BUSSING), ETHNIC PROBLEMS

Age 17
Yr. 07 Bussing of students to other schools.
On bigger scale - racial problems.
Yr. 01 Racial prejudice.

117 = RELIGIOUS PROBLEMS

Age 17
Yr. 07 No samples
Yr. 01 No samples

118 = EDUCATION, FINANCES, FACILITIES, ZONING FOR SCHOOLS, BUILDING SCHOOLS, CURRICULUM

Age 17
Yr. 07 Better education.
Building of schools.
Yr. 01 School levies not passing.

119 = CONSERVATION, POLLUTION, ENVIRONMENTAL CONCERNS

Age 17
Yr. 07 Pollution
Maybe it would be air pollution.
Yr. 01 No samples

120 = CIVIC FACILITIES, RECREATION FACILITIES, LACK OF YOUTH ACTIVITIES

Age 17
Yr. 07 Not enough recreational facilities for children.
Yr. 01 No samples

121 = AUTO SAFETY, TRAFFIC ACCIDENTS, SPEEDING

Age 17
Yr. 07 Traffic violations.
Yr. 01 No samples

122 = GOVERNMENT - CORRUPTION, TAXES, POOR GOVERNMENT, POOR OFFICIALS

Age 17
Yr. 07 Taxes
Yr. 01 Dishonest civic leaders (corruption etc.).

Categories and sample responses are listed below.

123 = PUBLIC WORKS, GARBAGE COLLECTING, ROADS, WATER

Age 17
Yr. 07 Sanitation of our blocks - dirty streets.
Road maintenance.
Yr. 01 Trash in the alley.

124 = GENERAL ATTITUDES - COMMUNITY SPIRIT, APATHY, UNDERSTANDING, COMMUNICATIONS, GETTING ALONG, NOT TRYING TO IMPROVE THEMSELVES

Age 17
Yr. 07 The lack of community cooperation.
Yr. 01 No samples

125 = GENERAL REFERENCES TO HEALTH, HEALTH CARE, HOSPITAL FACILITIES, DOCTORS, UNHEALTHY CONDITIONS

Age 17
Yr. 07 No samples
Yr. 01 No samples

250 = OTHER - VAGUE OR NONSENSICAL RESPONSES AND OTHER UNACCEPTABLES THAT DO NOT HAVE AN ESTABLISHED CATEGORY

Age 17
Yr. 07 No samples
Yr. 01 No samples

251 = NO PROBLEM

Age 17
Yr. 07 No samples
Yr. 01 No samples

399 = I DON'T KNOW

SCORING GUIDE: PART B

Categories and sample responses are listed below.

00 = NO RESPONSE

10 = OTHER - RESPONSES THAT ARE ACCEPTABLE BUT DO NOT HAVE AN ESTABLISHED CATEGORY AND ACCEPTABLE RESPONSES THAT ARE TOO VAGUE TO CATEGORIZE

Age 17
Yr. 07 No samples
Yr. 01 No samples

11 = REFERENCES TO CHANGING A LAW, MAKING A NEW LAW

Age 17
Yr. 07 Raise drinking age to 21 and check ID cards properly.
Yr. 01 Curfew law.

12 = REFERENCES TO INCREASING/IMPROVING THE ENFORCEMENT OF A LAW OR INCREASE/IMPROVE POLICE

Age 17
Yr. 07 Increase the number of patrolmen in the neighborhood.
Yr. 01 Crime stop.

13 = CONSTRUCTION - BUILD/EXPAND/IMPROVE FACILITIES/CONDITIONS

Age 17
Yr. 07 Starting to build "cheap rent" apartment.
Sewage disposal systems.
Yr. 01 No samples

Categories and sample responses are listed below.

14 = COMMUNITY ACTION

Age 17
Yr. 07 Dances at churches.
Tenant patrols in building.
Yr. 01 Community project to clean up alley and kill the weeds.

20 = OTHER - VAGUE OR NONSENSICAL RESPONSES AND OTHER UNACCEPTABLES THAT DO NOT HAVE AN ESTABLISHED CATEGORY

Age 17
Yr. 07 No samples
Yr. 01 No samples

39 = I DON'T KNOW

A. If somebody says something about "world peace," what do you think he means by "world peace?"

____

____

(If response to A is "I don't know" or incorrect, explain that "world peace means that there are no wars in the world and countries aren't fighting," then go to B. If the response is correct say, "That's right, world peace means that there are no wars in the world and countries aren't fighting," then go to B.)

B. Do we have peace everywhere in the world now?

○ Yes *(Go to C)*

● No *(Go to C)*

○ I don't know. *(Go to the next exercise)*

C. Will you explain what you mean? ______________________________

____

(If response to B is No, but explanation in C is vague say, "You said that there isn't peace everywhere; can you tell me what countries are fighting?")

Exercise #: R501005
Yr.1 Rel: U029

NAEP #: 501005-127-1

Objective: V. UNDERSTAND IMPORTANT WORLD, NATIONAL, AND LOCAL CIVIC PROBLEMS
Subobjective: A. Understand social conflict among individuals, groups, and nations and value non-violent means to achieve peace and social harmony.

Exercise Type: Open Ended
Scoring Type: Semi-Professional
Administration Mode: Individual
Stimulus Type: No Paced Tape

Overlap: 9
1975-1976 Package-Exercise: 05-03
1969-1970 Package-Exercise: 11-02

Timing: (in seconds)

Part A	Stimulus:	*
	Response:	*
	Total:	*
Part B	Stimulus:	*
	Response:	*
	Total:	*
Part C	Stimulus:	*
	Response:	*
	Total:	*
Exercise Total:		*

*No paced tape was used for this individually administered exercise.

3-501005-127-1
PART A

SCORING GUIDE: PART A

Categories and sample responses are listed below.

00 = NO RESPONSE

10 = OTHER - RESPONSES THAT ARE ACCEPTABLE BUT DO NOT HAVE AN ESTABLISHED CATEGORY AND ACCEPTABLE RESPONSES THAT ARE TOO VAGUE TO CATEGORIZE

Age 9
Yr. 07 No samples
Yr. 01 No samples

11 = NO WARS, NO FIGHTING

Age 9
Yr. 07 He wants our world to have no more fighting.
Like people don't get into fights or something like that - people are friends.
Nobody is making lots of noise or shooting guns.
He hopes all the countries of the world never get into wars.
Yr. 01 That he wants everyone to have peace and no fighting.
That we don't have any more wars.
That there is war on earth and we want peace.
That the people should not fight.

12 = UNIVERSAL BROTHERHOOD, PEOPLE GETTING ALONG, FRIENDSHIP AND LOVE BETWEEN PEOPLE

Age 9
Yr. 07 Be nice to people and helping other people.
Everyone in the world make friends.
He loves everybody.
Be kind to each other - love one another and respect them.
Yr. 01 Everybody should love each other and be peaceful everywhere.
That everybody should live together and that you shouldn't fight a person just because of their race and nationality.
People can be good together.
Kind to neighbors.
It means that we can understand each other more.

Categories and sample responses are listed below.

13 = GENERAL: BEING FRIENDLY, BEING NICE, SHARING

Age 9
Yr. 07 Friendship
Love
Nice
Loving and giving.
Yr. 01 Friendship
Love
Don't treat other people wrong.
Having freedom, being nice.

20 = OTHER - VAGUE OR NONSENSICAL RESPONSES AND OTHER UNACCEPTABLES THAT DO NOT HAVE AN ESTABLISHED CATEGORY

Age 9
Yr. 07 Stuff we can do, like pay our bill.
He wants some peace of his own.
To make peace with all of the countries.
He is talking about history.
The moon.
Yr. 01 The whole world should be healthy.
To make peace all over.
Our land.
How it is here.
Peace in vietnam.

21 = EVERYONE IS FREE, FREEDOM/LIBERTY

Age 9
Yr. 07 I think what they would mean is that we are a free country and we have peace.
Everyone should have rights to do something.
Like no slavery.
It is a country of freedom.
Freedom among all nations.
Yr. 01 Freedom.
Freedom for all countries.
A world of freedom.
World is free to live in.

Categories and sample responses are listed below.

22 = QUIET, PEACE AND QUIET

Age 9
Yr. 07 The world is quiet and you can enjoy it.
Means to be quiet.
That everybody doesn't make so much noise.
Peace and calm.
All is quiet.
Yr. 01 That there is peace not noise or anything.
That there is quiet there are no noisey streets.
World is quiet sometimes.
Being quiet and good.
No people talk.

23 = PEACE IN THE WORLD

Age 9
Yr. 07 The whole world be in peace.
More peace in the world.
That the world ought to have peace.
It's a peaceful world.
His world comes in peace.
Yr. 01 They want the world to be in peace.
All over the world there should be peace.

39 = I DON'T KNOW

3-501005-127-1
PART C

SCORING GUIDE: PART C

Categories and sample responses are listed below.

00 = NO RESPONSE

10 = OTHER - RESPONSES THAT ARE ACCEPTABLE BUT DO NOT HAVE AN ESTABLISHED CATEGORY AND ACCEPTABLE RESPONSES THAT ARE TOO VAGUE TO CATEGORIZE

Age 9

Yr. 07 I read the paper and saw it on TV. Fighting about oil and gas.

Yr. 01 Between here and the Soviet Union we don't have peace. They are trying to take over the world and we are trying to save it so that we can have a peaceful world.

11 = SPECIFIC RACIAL, RELIGIOUS OR NATIONAL WARS, OR MILITARY ACTIONS THAT ARE IN PROGRESS

Age 9

Yr. 07 Fighting in Asia.
There's fighting in the Middle East.
Like in China or Germany.
There's war in Angola.
Over in Portugal the soldiers want to take over so they close up the church so the Portugal people can't go to church.

Yr. 01 Communists are fighting.
Wars in Vietnam, Israel and Russia.
Our men fighting for our country.
People who have no food, we parachute food in Biafra.

Categories and sample responses are listed below.

20 = OTHER - VAGUE OR NONSENSICAL RESPONSES AND OTHER UNACCEPTABLES THAT DO NOT HAVE AN ESTABLISHED CATEGORY

Age 9
Yr. 07 No Because maybe a war will start.
No Some children fight.
Yes In some places people can go to jail for loving God.
Some countries don't settle together.
Not everyone is quiet.
No some are ruled by bad governments They are not free like we are.
Boston.
Yr. 01 When there's no war there is fighting.
In Puerto Rico, in Japan.
Yes, people like the hippies put up peace signs.
No, there's a war between Viet Nam and New York State.
In some countries other people don't like the taxes being charged.
Many people in army.
In Kansas City people fight.

21 = THERE AREN'T ANY/MANY WARS OR FIGHTING

Age 9
Yr. 07 Yes like no people fight much anymore and there is peace in some of the states.
Some of the armies don't fight now-a-days and the Indians aren't there.
There are no wars and people don't go around and shoot people on purpose.
Yes because there aren't any more wars.
Yes years ago they used to fight but now they don't.
Yr. 01 Cause there ain't no war around.
There is no fighting going on that I know of.
Everyone is at peace.
There is nothing to fight about.

3-501005-127-1
PART C

Categories and sample responses are listed below.

22 = CRIMINAL ACTIVITY

Age 9
Yr. 07 No some people rob and murder people.
No in other countries accidents and banks roberries are going on.
No theres robberies but I don't know any countries fighting.
Yr. 01 People be robbing banks and breaking in homes.
Some people like teenagers break in houses and shoot people.
Because people try to steal a lot of stuff.

23 = GENERAL REFERENCE TO THE FACT THAT THERE ARE WARS, FIGHTING, RIOTS

Age 9
Yr. 07 In the news I hear about wars in other countries.
Some parts of the World are fighting other parts of the World.
Because theres a war going on somewhere but I forget where.
Killing each other.
Because there are civil wars going on.
Some people don't share, they fight.
Yr. 01 We have to stop the war.
Too many people are going around killing people.
There are wars still going on in the world.
About everywhere because people are fighting everywhere.

24 = GIVES A PLACE WHERE THERE WAS A SPECIFIC TERRORIST ACTIVITY OF AN INTERNATIONAL NATURE, BUT DOES NOT MENTION WHAT THAT ACTIVITY WAS

Age 9
Yr. 07 In New York.
Yr. 01 No samples

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Categories and sample responses are listed below.

25 = GENERAL REFERENCES TO RACE, RELIGION, NATIONAL INTEREST BEING A CAUSE OF DISPUTES

Age 9

Yr. 07 Like some persons can live in one country and own another country - they want their country back and fight for their country.

Some countries are fighting because they want that land.

They have been fighting because people are prejudice.

In other countries different religions are fighting each other.

We have jealousy between blacks and whites.

Yr. 01 Some people are fighting with each other and they won't get along.

Some countries are fighting over cities.

Because the people don't get what they want and they want to fight.

There is fighting going on now because they are jealous.

39 = I DON'T KNOW

What is the main purpose of the United Nations?

○ To enforce international laws

○ To spread democracy throughout the world

○ To organize student exchanges between countries

● To help nations settle their differences peaceably

○ To have a world government take the place of national government

○ I don't know.

Exercise #: R501006
Yr.1 Rel: U281, U497

NAEP #: 501006-127-23

Objective: V. UNDERSTAND IMPORTANT WORLD, NATIONAL, AND LOCAL CIVIC PROBLEMS
Subobjective: A. Understand social conflict among individuals, groups, and nations and value non-violent means to achieve peace and social harmony.

Theme: KNOWLEDGE
Subtheme: Political science.

Exercise Type: Multiple Choice
Scoring Type: Machine
Administration Mode: Group
Stimulus Type: Paced Tape

Overlap:	13	17
1975-1976 Package-Exercise:	06-21	11-16
1969-1970 Package-Exercise:	02-03	09-10

Timing: (in seconds)		
Stimulus:	19	19
Response:	10	12
I Don't Know:	7	8
Exercise Total:	36	39

A. Under the U. N. Charter, can the United Nations order two of its member countries to stop fighting a war?

● Yes

No

○ I don't know.

B. Under the U. N. Charter, can the United Nations put a limit on the price one of its member countries can charge for the oil it sells to other countries?

○ Yes

● No

○ I don't know.

C. Under the U. N. Charter, can the United Nations tell a member country that it should not mistreat people of different races who live in that country?

● Yes

○ No

○ I don't know.

Exercise #: R501016

NAEP #: 501016-717-23

Objective: V. UNDERSTAND IMPORTANT WORLD, NATIONAL, AND LOCAL CIVIC PROBLEMS

Subobjective: A. Understand social conflict among individuals, groups, and nations and value non-violent means to achieve peace and social harmony.

Exercise Type:	Multiple Choice
Scoring Type:	Machine
Administration Mode:	Group
Stimulus Type:	Paced Tape

Overlap:	13	17
Package-Exercise:	09-08	09-08
Timing: (in seconds)		
Part A Stimulus:	8	7
Response:	15	11
Total:	23	18
Part B Stimulus:	10	9
Response:	15	11
Total:	25	20
Part C Stimulus:	9	9
Response:	15	10
Total:	24	19
Exercise Total:	72	57

Two groups of people live on an island. They have different religions, eat different foods, and speak different languages. There is fear and hatred between the two groups.

What is the BEST solution to this problem?

○ Make one group leave the island

○ Divide the island and make each group live in its own part of the island

○ Fight it out until one of the groups is killed off

● Choose people from both groups to write laws that will protect everyone's rights

○ Let the group that is biggest decide everything for all of them

○ I don't know.

Exercise #: R501026

NAEP #: 501026-717-12

Objective: V. UNDERSTAND IMPORTANT WORLD, NATIONAL, AND LOCAL CIVIC PROBLEMS

Subobjective: A. Understand social conflict among individuals, groups, and nations and value non-violent means to achieve peace and social harmony.

Exercise Type: Multiple Choice
Scoring Type: Machine
Administration Mode: Group
Stimulus Type: Paced Tape

Overlap:	9	13
Package-Exercise:	04-17	10-22
Timing: (in seconds)		
Stimulus:	38	39
Response:	36	31
Exercise Total:	74	70

Does every family in the United States have enough money to send their children to college?

○ Yes

● No

○ I don't know.

Exercise #: R502001
Yr.1 Rel: U036, U295

NAEP #: 502001-127-12

Objective: V. UNDERSTAND IMPORTANT WORLD, NATIONAL, AND LOCAL CIVIC PROBLEMS
Subobjective: B. Recognize how different civic policies may affect people's efforts to meet their economic needs.

Theme: KNOWLEDGE
Subtheme: Economics.

Exercise Type: Multiple Choice
Scoring Type: Machine
Administration Mode: Group
Stimulus Type: Paced Tape

Overlap:	9	13
1975-1976 Package-Exercise:	02-06	06-13
1969-1970 Package-Exercise:	08-18	03-15

Timing: (in seconds)		
Stimulus:	8	7
Response:	4	5
I Don't Know:	22	8
Exercise Total:	34	20

A. Can countries work together to have peace by making treaties?

● Yes

○ No

○ I don't know.

B. Can countries work together to have peace by building up armies?

○ Yes

● No

○ I don't know.

C. Can countries work together to have peace by selling food and machinery to each other?

● Yes

○ No

○ I don't know.

D. Can countries work together to have peace by not allowing people from their countries to visit each other?

○ Yes
● No

○ I don't know.

E. Can countries work together to have peace by sharing information about science?

● Yes
○ No

○ I don't know.

Exercise #: P502019

NAEP #: 502019-717-1

Objective: V. UNDERSTAND IMPORTANT WORLD, NATIONAL, AND LOCAL CIVIC PROBLEMS

Subobjective: B. Recognize how different civic policies may affect people's efforts to meet their economic needs.

Subobjective: A. Understand social conflict among individuals, groups, and nations and value non-violent means to achieve peace and social harmony.

Exercise Type: Multiple Choice
Scoring Type: Machine
Administration Mode: Group
Stimulus Type: Paced Tape

Overlap: 9
Package-Exercise: 04-08

Timing: (in seconds)

Part A	Stimulus:	10
	Response:	16
	Total:	26
Part B	Stimulus:	10
	Response:	15
	Total:	25
Part C	Stimulus:	11
	Response:	16
	Total:	27
Part D	Stimulus:	11
	Response:	16
	Total:	27
Part E	Stimulus:	11
	Response:	16
	Total:	27
Exercise Total:		132

Some people feel that it is important to know what is happening in other countries. Other people are more interested in their own country. In parts A through C below, indicate how often you talk with others about what other countries are doing.

A. With your friends?

● Several times a week
● About once a week or less often
○ Almost never

B. With your parents?

● Several times a week
● About once a week or less often
○ Almost never

C. With your teachers in class?

● Several times a week
● About once a week or less often
○ Almost never

Exercise #: R601002

NAEP #: 601002-717-23

Objective: VI. APPROACH CIVIC DECISIONS RATIONALLY
Subobjective: A. Seek relevant information and alternative viewpoints on civicly important decisions.
Objective: IV. PARTICIPATE IN DEMOCRATIC CIVIC IMPROVEMENT
Subobjective: C. Actively work for civic improvement.
Subobjective: D. Participate in local, state, and national governmental processes.

Exercise Type: Multiple Choice
Scoring Type: Machine
Administration Mode: Group
Stimulus Type: Paced Tape

Overlap:	13	17
Package-Exercise:	10-05	10-05
Timing: (in seconds)		
Introduction:	15	14
Part A Stimulus:	2	2
Response:	11	8
Total:	13	10
Part B Stimulus:	2	2
Response:	11	8
Total:	13	10
Part C Stimulus:	3	2
Response:	11	8
Total:	14	10
Exercise Total:	55	44

38B.

A. Do you have a TV at home?

○ Yes
○ No

B. Did you watch the news on TV yesterday?

● Yes
○ No

C. (If Yes to B) What do you remember from the news program?

____

____

____

____

D. Do you have a radio at home?

○ Yes
○ No

E. Did you hear the news on the radio yesterday?

● Yes

○ No

F. (If Yes to E) What do you remember from the news program?

G. Did you read the news in the newspaper yesterday?

● Yes

○ No

H. (If Yes to G) What news do you remember?

Exercise #: R601022
Yr.1 Rel: U289, U501

NAEP #: 601022-127-23

Objective: VI. APPROACH CIVIC DECISIONS RATIONALLY
Subobjective: A. Seek relevant information and alternative viewpoints on civicly important decisions.

Exercise Type: Open Ended
Scoring Type: Semi-Professional
Administration Mode: Group
Stimulus Type: Paced Tape

Overlap:	13	17
1975-1976 Package-Exercise:	06-15	11-07
1969-1970 Package-Exercise:	13-11	14-04

Timing: (in seconds)		
Part A Stimulus:	5	5
Response:	4	4
Total:	9	9
Part B Stimulus:	6	6
Response:	6	6
Total:	12	12
Part C Stimulus:	11	10
Response:	46	46
Total:	57	56
Part D Stimulus:	5	5
Response:	5	4
Total:	10	9
Part E Stimulus:	5	5
Response:	5	6
Total:	10	11
Part F Stimulus:	10	10
Response:	31	30
Total:	41	40
Part G Stimulus:	7	7
Response:	6	6
Total:	13	13
Part H Stimulus:	10	9
Response:	21	20
Total:	31	29
Exercise Total:	183	179

SCORING GUIDE: PARTS C, F, AND H

Categories and sample responses are listed below.

00 = NO RESPONSE

10 = OTHER - RESPONSES THAT ARE ACCEPTABLE BUT DO NOT HAVE AN ESTABLISHED CATEGORY AND ACCEPTABLE RESPONSES THAT ARE TOO VAGUE TO CATEGORIZE

Age 13
Yr. 07 No samples
Yr. 01 No samples
Age 17
Yr. 07 Shot for flue epidemic.
It was something about Howard Hughes' inheritance.
I remember about a 94 year old guy who could bend nails.
Academy Award results.
Blacks are finally moving ahead in this world. Its about time.
The Egyptians refused the Soviet Union use of their bay.
The Beatles aren't going to get back together for while at least.
Yr. 01 New French restaurant costing millions is opening.
Elections in France.
President Tito and election to take place.
Something about witches in Italy.

11 = WAR AND PEACE - TREATIES

Age 13
Yr. 07 No samples
Yr. 01 No samples
Age 17
Yr. 07 The wars in the Middle East.
Cuban intervention in Angola.
Yr. 01 Casualties in Vietnam.
Middle East crisis.
Paris Peace talks.
Russia and Red China border breakouts.
More US soldiers killed in Viet Nam than Korean War.

3-601022-127-23
PARTS C, F, AND H

Categories and sample responses are listed below.

12 = CRIMINAL ACTIVITIES WITHOUT POLITICAL MOTIVES

Age 13
Yr. 07 No samples
Yr. 01 No samples
Age 17
Yr. 07 One of the most biggest issues on the news was the Patricha Hurst trial.
A girl was found shot 3 times in the head in the back seat of her car.
Bergman pleaded guilty to charges concerning his nursing homes.
A little baby was abandoned by his mother in the hospital.
Yr. 01 Conductor shot in NY.
Killing in East village - motorcycle gang war.
Woman robbed - tells robber she'd just been robbed - he offers her money.
Policeman was murdered.

13 = ACCIDENTS, FIRES, EMERGENCIES, INJURIES (NOT RESULTING FROM A CRIMINAL ACTIVITY), NATURAL DISASTERS

Age 13
Yr. 07 No samples
Yr. 01 No samples
Age 17
Yr. 07 About a car crash 1 person was killed.
Tornado in Ark.
10 Killed in Arkansas by twister.
About a 10 yr. old boy getting ran over by a truck.
An airplane crash at St. Thomas Virgin Islands.
Yr. 01 Kid who got chewed up by wolves in Bronx zoo.
The drowning of 2 fishermen at Conduringa Dam.
Earthquake in Cal.

Categories and sample responses are listed below.

14 = POLITICAL/CRIMINAL ACTIVITIES

Age 13	
Yr. 07	No samples
Yr. 01	No samples
Age 17	
Yr. 07	Ford was almost killed. There was a rumor of an attack on Reagan and Fords life. Teacher returned back from Argentina's Prison.
Yr. 01	Sirhan's trial. Riots on campus. Bombing plot - black panthers. They were talking about the guy who killed Martin Luther King and about the trial.

15 = NATIONAL/LOCAL POLITICS - REFERENCES TO SPEECHES, INTERVIEWS AND ELECTIONS, NEWS ABOUT POLITICIANS OR THEIR FAMILIES

Age 13	
Yr. 07	No samples
Yr. 01	No samples
Age 17	
Yr. 07	They talked about our city government and what we need. School board meeting discuss the voilence situation in our school. Constantino running for mayoral office. Carter wins Penn. primary.
Yr. 01	President Eisenhower's funeral. Article about ABM system.

16 = ECONOMIC SITUATION, INFLATION, UNEMPLOYMENT

Age 13	
Yr. 07	No samples
Yr. 01	No samples
Age 17	
Yr. 07	An article about city and police contract negotiations. Beef is increasing in price. Teamsters strike. The stock market went down. That no agreement had been reached on the baseball strike.
Yr. 01	School strike possibility. School bonds. Raising interest to 7 1/2%.

Categories and sample responses are listed below.

17 = THE ENVIRONMENT, CONSERVATION PRESERVING NATURAL RESOURCES, ENERGY, CONSUMER PROTECTION, SCIENTIFIC/TECHNOLOGICAL ADVANCES

Age 13
Yr. 07 No samples
Yr. 01 No samples
Age 17
Yr. 07 A new solution they think about cancer.
That the mayor sign a bill that banded smoking in public building.
A german scientist developed and created a human chromasome.
The city is doing research on a new source of water south of town.
Yr. 01 Controversy over use of artificial heart.
Article on pollution in Lake Michigan, around Chicago.
Guy with artificial heart died.
Coho Salmon problem.

18 = THE CONSTITUTIONAL LAW, SUPREME COURT DECISIONS, CHANGES IN CIVIL LIBERTIES

Age 13
Yr. 07 No samples
Yr. 01 No samples
Age 17
Yr. 07 Karen Quinlin will be allowed to die naturally.
The supreme Court ruling on low income housing in predominately white suburbs.
Yr. 01 18 Year old vote.

19 = SPECIFIC REFERENCES TO WHAT THE WEATHER IS GOING TO BE, AND/OR A SPORTS ITEM - SCORES, SCHEDULES, TRADES; TRAFFIC REPORT, SCHOOL LUNCH SCHEDULE

Age 13
Yr. 07 No samples
Yr. 01 No samples
Age 17
Yr. 07 Rumford beat Lake Region 99-77.
Portland beat Detroit 114 to 103.
The wildcats beat the Spartans.
There was a thunder storm predicted for yesterday.
The weather is supposed to be in the lower 80's today.
Yr. 01 NCAA Playoff.
Quarry beat Matthis in boxing.
Weather forecast in 70's today.

3-601022-127-23
PARTS C, F, AND H

Categories and sample responses are listed below.

20 = OTHER - VAGUE OR NONSENSICAL RESPONSES AND OTHER UNACCEPTABLES THAT DO NOT HAVE AN ESTABLISHED CATEGORY

Age 13	
Yr. 07	No samples
Yr. 01	No samples
Age 17	
Yr. 07	Sports news. Mammy Yokum got stuck in a bottle by the evil genie. Local news. I Heard the news but didn't listen to it.
Yr. 01	My horoscope. Dear Abby - comics. The weather.

39 = I DON'T KNOW

Why might it be good to have the newspapers in a city written and published by more than one company?

____

____

____

____

____

____

Exercise #: R601030
Yr.1 Rel: R091, R313, R530

NAEP #: 601030-127-123

Objective: VI. APPROACH CIVIC DECISIONS RATIONALLY
Subobjective: A. Seek relevant information and alternative viewpoints on civicly important decisions.

Theme: ATTITUDES
Subtheme: Belief in the worth of the individual.

Exercise Type:		Open Ended
Scoring Type:		Semi-Professional
Administration Mode:	9	Individual
	13	Group
	17	Group
Stimulus Type:	9	No Paced Tape
	13	Paced Tape
	17	Paced Tape

Overlap:	9	13	17
1975-1976 Package-Exercise:	05-12	06-24	11-11
1969-1970 Package-Exercise:	11-22	08-16	13-16

Timing: (in seconds)			
Stimulus:	*	12	12
Response:	*	80	60
Exercise Total:	*	92	72

*No paced tape was used for this individually administered exercise.

3-601030-127-1d,2,3

SCORING GUIDE

Categories and sample responses are listed below.

00 = NO RESPONSE

10 = OTHER - RESPONSES THAT ARE ACCEPTABLE BUT DO NOT HAVE AN ESTABLISHED CATEGORY AND ACCEPTABLE RESPONSES THAT ARE TOO VAGUE TO CATEGORIZE

Age 9
Yr. 07 No samples
Yr. 01 More interesting for the people.
One to sell in the morning and one to sell in the eveining.
Age 13
Yr. 07 No samples
Yr. 01 No samples
Age 17
Yr. 07 No samples
Yr. 01 To get an overall view on the news.
If a person read both papers and they said the same thing a person could come more to believe it: more true than made up.

11 = SPECIFIC REFERENCES TO THE FACT THAT THERE ARE DIFFERENT VIEWPOINTS ON THE SAME NEWS STORY

Age 9
Yr. 07 Because two companies might have different opinions on things and that will give the people a chance to decide what is right for them.
Cause then you would get more than 1 view on the different things.
Yr. 01 Because people have different versions of the news.
Different views.
Age 13
Yr. 07 No samples
Yr. 01 No samples
Age 17
Yr. 07 To get more than one side of a story. Writers will interpret what they hear differently and that way the stories are varied.
You could have more views for each problem or other happenings.
Yr. 01 Because one company would put just what he wants to in. People see both sides of the story.
Politics - emphasize one party. If had two would get both sides. People would want this.

Categories and sample responses are listed below.

12 = PROVIDE A WIDER RANGE OF NEWS ITEMS, MORE NEWS COVERAGE

Age 9
Yr. 07 More news would get published if there was more papers.
Some companies may not have all the things the other companies have.
Just one company might write about some things but another company might write about other things.
So you can find out more things about what is happening.
Yr. 01 To learn about more things.
Wider news coverage.
It would get to more people more facts and stories.
Age 13
Yr. 07 No samples
Yr. 01 No samples
Age 17
Yr. 07 You could get more news from more resources.
This might be a good idea so that there would be more news and people would then be able to get some different views on the same subjects.
Because they could cover more of the things that are going on in town and the rest of the US.
Because maybe some of the newspapers have some collims which another newspaper doesn't such as news, and other things going on in the world.
One might have have some stories the other ones didn't.
Yr. 01 If one newspaper doesn't get the news, the other one will.
You would have more facts. More things to read.
Get more information coming from other states. Helpful to us; we'd know what was going on (more news).
Maybe some companies could get stories the other one couldn't.

Categories and sample responses are listed below.

13 = REFERENCES TO THE FACT THAT THEY ARE WRITTEN IN DIFFERENT LITERARY STYLES OR THAT THEY SERVE DIFFERENT PURPOSES (ONE FOR NEWS AND ONE FOR REAL ESTATE ADS)

Age 9

Yr. 07 Because there might be people who couldn't understand English and they'd need another newspaper.

Well like if 1 person might not understand a language like Japanese, they can have their own newspaper.

Yr. 01 One paper for the state news and one paper for the city news.

You'd have more to read like the Shopping News tells you about the stock market and things and the Times tells you about what's happening around the world.

Age 13

Yr. 07 No samples

Yr. 01 No samples

Age 17

Yr. 07 No samples

Yr. 01 It gives people a choice. They would chose because of the different articles. One newspaper may carry a whole section on teenagers and another might not - therefore the teens would read the one paper.

One company might not reach all the people. There has to be something for Latin Americans to read where they don't know English too well.

3-601030-127-1d,2,3

Categories and sample responses are listed below.

14 = PROVIDES COMPETITION, ELIMINATES MONOPOLIES, AND GENERAL STATEMENTS ABOUT PROVIDING THE READER WITH A CHOICE

Age 9

Yr. 07 Some people might get tired of one.
They can have a choice.
People like one kind and other people like other kinds.

Yr. 01 Because some people don't like a company.
Because they might want another one and they could get it.

Age 13

Yr. 07 No samples

Yr. 01 No samples

Age 17

Yr. 07 Because the people may like the way one company writes theres up better than another company. And they may also have better wording and more articles.
The price would lower and they would work hard to have a better paper than the other.
It creates competition between the newspaper which means that writers of the newspapers try to outdo each other which creates a better finished product.
Avoid a monopoly.

Yr. 01 Then there wouldn't be a monopoly. Competition would bring price lower. There would be different news featured - a variety Monopoly. More people competing and more people working.
Competition. If there's one paper it might not go after news -belax. Several papers would be keeping one another after the story to get it first.
Different people have different ideas on things. That would give people different papers to buy. They could by the one they liked the most.

3-601030-127-1d,2,3

Categories and sample responses are listed below.

15 = IN CASE OF A STRIKE OR A COMPANY GOING OUT OF BUSINESS OR DESTROYED, AT LEAST ONE NEWSPAPEF WILL BE PUBLISHED, PEOPLE WOULD NOT BE LEFT WITHOUT A PAPEP

Age 9
Yr. 07 If one company catches on fire the other company could print them.
One could get broke down and the other could keep the papers published.
Because one might go out of business.
Maybe one company would run out of paper before they could get the truckers there on time.
Yr. 01 In case one company went on strike, the other company could print papers.
Because 1 company might go bankrupt and then the city would still have 1 company left to make the newspapers.
Because that company might get burnt down.
Age 13
Yr. 07 No samples
Yr. 01 No samples
Age 17
Yr. 07 So if that one particular company strikes or goes out of business there will be others to report the news.
Yr. 01 If one company went on strike the other could keep the paper going.

16 = GENERAL REFERENCE TO THERE BEING DIFFERENT NEWS

Age 9
Yr. 07 It could be different news from the other company.
So they can print different things in them.
To get more ideas.
Then you could have different information.
Yr. 01 All companies don't have the same news to tell.
Age 13
Yr. 07 No samples
Yr. 01 No samples
Age 17
Yr. 07 Because different papers turn out different things.
So the people can get more ideas of a different publisher.
You get more of an idea of what happened and maybe more of the truth.
Because different company would have different things to read on.
Yr. 01 To get different and better information.
You would get different stories.
You can get a variety of ideas and can more or less make up your own mind.

Categories and sample responses are listed below.

20 = OTHER - VAGUE OR NONSENSICAL RESPONSES AND OTHER UNACCEPTABLES THAT DO NOT HAVE AN ESTABLISHED CATEGORY

Age 9
Yr. 07 If one company did it they have to have a gigantic building and they wouldn't have enough writers.
They wouldn't get as many out in time because they have so many.
Cause dogs can chew them up.
Yr. 01 It won't fit the typewriter.
The company made the name up, it likes to do its own work, not anybody else's.
Age 13
Yr. 07 No samples
Yr. 01 No samples
Age 17
Yr. 07 I don't think they should because it's just the same news rewriten.
Cause it would be so hard on the one company if they have more companys.
Because more things happen in different cities.
Yr. 01 Too many people in one city, it would take too long to deliver papers.
So - like people from far distances could get it.
I don't see any need for two papers.

21 = PROVIDE EMPLOYMENT (PRINTERS, WRITERS, ETC.)

Age 9
Yr. 07 Cause everybody won't have jobs.
Cause if a man learned to be a newsprinter and one building was full he could go to another company.
Yr. 01 Because we need more companies for more people to work.
More people could earn money and make a living.
Age 13
Yr. 07 No samples
Yr. 01 No samples
Age 17
Yr. 07 This would be good because this would mean more jobs.
You have more jobs than if you had one.
Yr. 01 No samples

39 = I DON'T KNOW

405.

Some people think it is important to discuss what is going on in government and politics much of the time. Other people prefer not to talk about such things. In parts A through C below, indicate how often you talk with others about what is going on in our country in government and politics.

A. With your friends?

● Several times a week
● About once a week or less often
○ Almost never

B. With your parents?

● Several times a week
● About once a week or less often
○ Almost never

C. With your teachers in class?

● Several times a week
● About once a week or less often
○ Almost never

Exercise #: R601031

NAEP #: 601031-717-23

Objective: VI. APPROACH CIVIC DECISIONS RATIONALLY
Subobjective: A. Seek relevant information and alternative viewpoints on civicly important decisions.
Objective: IV. PARTICIPATE IN DEMOCRATIC CIVIC IMPROVEMENT
Subobjective: C. Actively work for civic improvement.
Subobjective: D. Participate in local, state, and national governmental processes.

Exercise Type: Multiple Choice
Scoring Type: Machine
Administration Mode: Group
Stimulus Type: Paced Tape

Overlap:	13	17
Package-Exercise:	10-04	10-04
Timing: (in seconds)		
Introduction:	20	18
Part A Stimulus:	2	2
Response:	11	8
Total:	13	10
Part B Stimulus:	2	2
Response:	10	8
Total:	12	10
Part C Stimulus:	3	3
Response:	11	8
Total:	14	11
Exercise Total:	59	49

403

Some of your playmates are talking about the new rules for your school's playground. You have not heard about the rules before. Some like the rules and some do not like the rules. What would you do about this disagreement?

○ Join the side with the most people
○ Help the side with your best friend
○ Don't say anything
● Listen and try to understand the rules and feelings

○ I don't know.

Exercise #: R601032

NAEP #: 601032-717-1

Objective: VI. APPROACH CIVIC DECISIONS RATIONALLY
Subobjective: A. Seek relevant information and alternative viewpoints on civicly important decisions.
Objective: IV. PARTICIPATE IN DEMOCRATIC CIVIC IMPROVEMENT
Subobjective: E. Apply democratic procedures effectively in small groups.

Exercise Type:	Multiple Choice
Scoring Type:	Machine
Administration Mode:	Group
Stimulus Type:	Paced Tape

Overlap: 9
Package-Exercise: 04-23

Timing: (in seconds)

Stimulus:	28
Response:	26
Exercise Total:	54

A. **Some books are story books. That is, the stories in them are make-believe. Now, not counting story books, if something is printed in a book, can we be SURE it is true?**

○ **Yes** *(Go to B)*

● **No** *(Go to C)*

○ **I don't know.** *(Go to the next exercise)*

B. *(If Yes to A)* **Why?** ______________________________

____

(Go to the next exercise)

C. *(If No to A)* **Why not?** ______________________________

____

(If response to C is "typographical errors," find out if student knows a more appropriate answer by asking, "Is there any other reason?")

Exercise #: R602001
Yr.1 Rel: U038

NAEP #: 602001-127-1

Objective: VI. APPROACH CIVIC DECISIONS RATIONALLY
Subobjective: B. Evaluate civic communications and actions carefully as a basis for forming and changing their own views.

Exercise Type: Open Ended
Scoring Type: Semi-Professional
Administration Mode: Individual
Stimulus Type: No Paced Tape

Overlap: 9
1975-1976 Package-Exercise: 05-14
1969-1970 Package-Exercise: 11-10

Timing: (in seconds)
Part A Stimulus: *
Response: *
Total: *
Part B Stimulus: *
Response: *
Total: *
Part C Stimulus: *
Response: *
Total: *
Exercise Total: *

*No paced tape was used for this individually administered exercise.

SCORING GUIDE: PART B

Categories and sample responses are listed below.

00 = NO RESPONSE

20 = OTHER - VAGUE OR NONSENSICAL RESPONSES AND OTHER UNACCEPTABLES THAT DO NOT HAVE AN ESTABLISHED CATEGORY

Age 9
Yr. 07 Sometimes stories are real.
Some people will believe anything.
Cause pretend stories start out "Once upon a time."
If you understand it.
Yr. 01 People do everything that they read in books.
Because they don't put fairy tales in educating books.
Because it is about something that is true.
Because they are right.
Some stories are sad and if written in a book would be true.

21 = YOU CAN TRUST AUTHORS AND PRINTERS TO ONLY PRINT THE TRUTH, CAN'T OR WON'T PRINT UNTRUTHS

Age 9
Yr. 07 If it's printed in a book.
If it wasn't true they wouldn't have the person print it.
Because a book is checked before it is published.
If it is in a book it is true.
Yr. 01 Cause they wouldn't put it if it didn't happen.
Cause the people who write them make sure they have all the facts before they print them.
We want it to be ture if it's in a book.
Somebody wrote it and they tell the truth.
Maybe some printers print books that happen to them.

3-602001-127-1
PART B

Categories and sample responses are listed below.

22 = IF IT ISN'T FICTION THEN IT IS NON-FICTION, BECAUSE IT IS NON-FICTION, NON-FICTION MEANS IT IS TRUE/REAL

Age 9
Yr. 07 Because the story books are fiction and other books are not.
Because if it weren't true it would not be put in non-fiction.
All you have to do is see if it is fiction or non-fiction - just ask the librarian.
Look on the side of it, if it's fiction its not true.
Yr. 01 My mother told me that anything non-fiction is true.
Could be a mystery or fictional. If it is non-fiction it should be right.
Non-fiction books are true.
It tells whether it is fiction or non fiction.

23 = IF IT'S NOT MAKE BELIEVE IT'S TRUE

Age 9
Yr. 07 If we know its not a story book.
If it's not a fairy tale, it must be true.
They'd put it in a story book if it weren't true.
Yr. 01 Because it's not a fairy tale.
If they are not make believe or fairy tale they have to be true.
If it's not make believe then it's true.
If its not make-believe, it must be true.
Because if they are not story books they are true.

24 = LOOK AT LIBRARY SYMBOL, LOOK AT THE FRONT, BACK SIDE

Age 9
Yr. 07 Sometimes if it doesn't have an author, at the end of the book it says it's a true story.
It should tell.
If they say it's true - it's true.
It would have a number on it.
It says its true on the front cover.
Yr. 01 It usually tells on the front of book.
Under the title it would say there.
Because in the library the books are marked fiction and non fiction.
Some books say it is true and you can tell if its true.
Because sometimes they say they're true.

Categories and sample responses are listed below.

25 = READ IT

Age 9
Yr. 07 No samples
Yr. 01 By reading it.
You can look in it and read it and see if it's true.
When you read, you can tell it's true.

26 = RESPONSES INDICATING HOW YOU CAN BE SURE IF SOMETHING IS TRUE--READ ABOUT IT, PERSONAL EXPERIENCE, AUTHOR'S NOTE SOMEONE SAYS IT IS TRUE

Age 9
Yr. 07 Because you might have seen it.
Cause if it happens and we know if it happens it is true.
We can look it up in an encyclopedia.
If an author tells us its true.
Because you can go somewhere and check it to see if it is true.
Yr. 01 A dictionary would have the real spelling of the world.
They used to say that we couldn't get to the moon.
Because everyone says its true.
Maybe you heard it before. That is all.
Because I have a book on Seahunt and it's is the same as on TV.

39 = I DON'T KNOW

3-602001-127-1
PART C

SCORING GUIDE: PART C

Categories and sample responses are listed below.

00 = NO RESPONSE

10 = OTHER - RESPONSES THAT ARE ACCEPTABLE BUT DO NOT HAVE AN ESTABLISHED CATEGORY AND ACCEPTABLE RESPONSES THAT ARE TOO VAGUE TO CATEGORIZE

Age 9
Yr. 07 Sometimes someone wants to give you an idea.
Some stories say that somebody dies but they really don't die.
It's just like you don't know whether or not he is lieing or just thinks that.
Yr. 01 Because people believe different things and make different statements about them.
Authors might be wrong because it's impossible.
Some of the printers print the wrong thing.
They could write it just to write a book.

11 = WHY/WHERE YOU MIGHT BE ABLE TO CHECK, WHY YOU OR THE AUTHOR CAN'T CHECK IF SOMETHING IS TRUE OR NOT, OR THE AUTHOR HAD TO RELY ON SECOND HAND INFORMATION

Age 9
Yr. 07 Because if it was long ago we wouldn't know.
You have to find out for yourself.
Some books they don't know where they came from and don't know if they're right or not.
Because it might not have the name of the man that wrote it.
Because it might not be in the dictionary or encyclopedia.
Yr. 01 Because some things people can't prove.
If you want to find out if the information in a book is true you must ask the author or the printer of the book. Even then you can't be sure if it is true.

3-602001-127-1
PART C

Categories and sample responses are listed below.

12 = AUTHORS CAN MAKE THINGS UP OR WRITE THINGS THAT ARE NOT TRUE, ADD NOT TRUE THINGS TO A TRUE STORY

Age 9
Yr. 07 Some people may not write it exactly as it happened.
Lots of authors exaggerate to make history more interesting.
Because they could make up a story.
There are make-believe books - people lie not meaning to harm anyone.
If the author wants to make things up he can.
Writers might make mistakes and mess them up.
Yr. 01 People could just make it up.
Because anybody can write what they want.
Sometimes people mix the true and the false.
Because some authors make things up.

13 = PEOPLE WILL SAY A BOOK IS TRUE WHEN IT ISN'T, HIDDEN MOTIVES OF A QUESTIONABLE NATURE

Age 9
Yr. 07 Some people like to get money for publishing.
A lot of people make up stories just so people will buy it.
They can lie.
Somebody might write it and say it is true and it isn't.
Yr. 01 Writers sometimes make up things and say its real.
Because sometimes they say lies.
Because people try to make us believe it.
Because some people make up stories and say there true.

14 = GENERAL STATEMENTS THAT YOU CAN'T BELIEVE EVERYTHING YOU READ

Age 9
Yr. 07 Because it might sound true but it might not be.
Some stories are not true.
Cause if it is make-believe you don't have to believe it. Some little kids do.
You shouldn't believe everything you hear.
Non-fiction - you can't be sure always it will be true.
Yr. 01 Because everything is not true.
Some books can tell you something thats wrong.
Because everything in books is not true.
Because some are made up and some aren't.
False things or rumors might be there.

Categories and sample responses are listed below.

20 = OTHER - VAGUE OR NONSENSICAL RESPONSES AND OTHER UNACCEPTABLES THAT DO NOT HAVE AN ESTABLISHED CATEGORY

Age 9
Yr. 07 Somebody may write something like fiction.
The one that is true has more information in it than the untrue story.
Cause they'res just pictures in there, paintings of the story.
Yr. 01 Because we didn't look in it.
If there was a picture of it and kind of funny, you would know it wouldn't be true.

21 = READER MAY KNOW: - 1) THE READER KNOWS ENOUGH TO KNOW IT'S TRUE
2) THE READER KNOWS ENOUGH TO KNOW IT'S NOT TRUE
3) THE READER DOESN'T KNOW ENOUGH TO TELL WHETHER IT'S TRUE OR NOT

Age 9
Yr. 07 Because I have a football book says some guy went 200 yards - I don't believe that.
We don't know what happened.
Yr. 01 Because I wasn't there to see if it really happened or not.
Cause you can know if it didn't happen.
We don't know. We wasn't there when they put it in there.
They might be talking about things like monsters and monsters aren't true.

22 = NOBODY STATED IT IS TRUE, THEREFORE IT PROBABLY ISN'T (NO PRECEDENCE)

Age 9
Yr. 07 Cause it doesn't say.
Sometimes they don't put if its true or not.
If the book doesn't tell you can't be sure.
Because they don't write in the book "this story is true".
Yr. 01 Unless it says it is true in beginning of writing.
Because they don't always tell you if it's real or not.
It doesn't tell you at the index or the end if its true.
Some books don't have if they're true or not.

39 = I DON'T KNOW

4 | 7

The school board members want to do something they think will improve the school. They have a certain plan in mind - "Plan X". They have heard rumors that most of the people in the community don't like Plan X. Here is what three different board members want to do next.

Mr. Jones thinks they should forget Plan X because many people are probably against it.

Mr. Green thinks they should invite the public to a meeting and hear arguments about Plan X.

Mr. Williams thinks they should adopt Plan X without stirring up the public because the decision is the school board's responsibility.

Please answer each of the following questions. Be sure to give two reasons for each answer you select whether it is yes or no.

a) Do you agree with Mr. Jones?

○ Yes

● No

Give two reasons for your answer.

1. ______________________________

2. ______________________________

(a)

b) Do you agree with Mr. Green?

● Yes

○ No

Give two reasons for your answer.

1. ______________________________

2. ______________________________

c) Do you agree with Mr. Williams?

○ Yes

● No

Give two reasons for your answer.

1. ______________________________

2. ______________________________

Exercise #: R604001
Yr.1 Rel: U420

NAEP #: 604001-127-3

Objective: VI. APPROACH CIVIC DECISIONS RATIONALLY
Subobjective: D. Support open, honest communication and universal education.
Objective: IV. PARTICIPATE IN DEMOCRATIC CIVIC IMPROVEMENT
Subobjective: B. Favor organized civic action where it is needed.

Theme: ATTITUDES
Subtheme: Belief in the worth of the individual.

Exercise Type: Open Ended
Scoring Type: Semi-Professional
Administration Mode: Group
Stimulus Type: Paced Tape

Overlap: 17
1975-1976 Package-Exercise: 06-12
1969-1970 Package-Exercise: 09-16

Timing: (in seconds)

Introduction:		45
Part A	Stimulus:	5
	Response:	3
	Total:	8
	Stimulus:	2
	Response:	40
	Total:	42
Part B	Stimulus:	4
	Response:	2
	Total:	6
	Stimulus:	2
	Response:	43
	Total:	45
Part C	Stimulus:	5
	Response:	3
	Total:	8
	Stimulus:	2
	Response:	43
	Total:	45
Exercise Total:		199

3-60400 1-127-3
PART A, Mr. Jones

SCORING GUIDE: PART A

Categories and sample responses are listed below.

000 = NO RESPONSE

110 = OTHER - RESPONSES THAT ARE ACCEPTABLE BUT DO NOT HAVE AN ESTABLISHED CATEGORY AND ACCEPTABLE RESPONSES THAT ARE TOO VAGUE TO CATEGORIZE

Age 17
Yr. 07 Mr. Jones is afraid of what other people will say about him, he isn't really concerned about the problem.
How can he decide for everyone.
Mr. Jones is putting only his opinion.
Doesn't want any stir from the public.
Yr. 01 They should take a vote.
They take an accurate vote.
It should be the majority vote.

111 = NO, THE SCHOOL BOARD AND THE PUBLIC SHOULD EXCHANGE INFORMATION

Age 17
Yr. 07 He should try Mr. Green's idea.
Public probably isn't aware of all the issues.
He needs to let the people discuss it.
The topic has not been discussed thoroughly. People may change their minds when viewpoints are presented.
People should hear the reasons for the plan.
Yr. 01 He should let the people decide.
The public may change their minds about the plan X.
Mr. Green has a better plan.
A discussion with the people may change their minds.
Maybe the plan hasn't been explained to the people fully.

112 = NO, THE PEOPLE PAY THE TAXES - THE BOARD REPRESENTS THE PEOPLE AND IS RESPONSIBLE TO THEM

Age 17
Yr. 07 The people have a right to decide on what their children do.
The public has a right to voice their opinion.
Yr. 01 The people have the right to say what they feel.
The public should have a say in school matters.
People pay taxes and have a right to speak up.

Categories and sample responses are listed below.

113 = NO, THE PEOPLE MIGHT HAVE IDEAS ON HOW TO IMPROVE THE PLAN, COMPROMISE

Age 17
Yr. 07 Because you could just alter Plan X some.
The public might have some ideas for improvements.
They may be able to compromise.
Yr. 01 They may be able to work something out that would be OK.
Maybe the people in the community has a better suggestion.
Both sides will come to a compromise.
The people might propose better ideas.

114 = NO, IT IS NOT DEMOCRATIC

Age 17
Yr. 07 No samples
Yr. 01 No it's un democratic.

115 = NO, PUBLIC RELATIONS, PUBLIC AND SCHOOL BOARD WOULD BE ON BETTER TERMS, COOPERATION BETWEEN SCHOOL AND COMMUNITY

Age 17
Yr. 07 No samples
Yr. 01 No samples

116 = NO, MAY BE A GOOD PLAN, COULD IMPROVE THE SCHOOL.

Age 17
Yr. 07 Because Plan X might just work.
It could be a good plan.
Plan X may have good things which may be adopted.
Plan X may be more worthwhile than harmful.
It might improve the schools.
Yr. 01 If it benefits the school do it.
It might be a good plan even if the people are against it.
Plan X may be very worthwhile.
Because if a group of people have something good they should keep it.
Plan X may be beneficial to the whole school.

Categories and sample responses are listed below.

117 = NO, IT IS A RUMOR THAT PEOPLE DON'T LIKE IT, CAN'T BE SURE HOW PEOPLE FEEL, ARGUMENT NOT BASED ON FACT, SOME PEOPLE MAY LIKE IT

Age 17
Yr. 07 Because probably people are not against it.
Ideas don't represent facts.
He is basing his decisions on rumor.
He doesn't know for sure.
Because rumors may be wrong.
Yr. 01 He doesn't know how many people want plan X.
The rumors may be false.
You can't always believe rumors.
There are some people for it.
Rumors are no basis for a decision.

118 = NO, HE IS GIVING UP TOO EASILY, SHOULDN'T FORGET ABOUT IT, SOME PEOPLE WILL ALWAYS BE AGAINST WHATEVER IS DECIDED

Age 17
Yr. 07 He is quitting without trying.
The plan hasn't even been attempted yet.
The people should try it first.
Nothing would ever be accomplished if all things were dropped.
That's a cop-out on his part.
Yr. 01 He wants to quit to easily and not allow others opinions.
He is too easily discouraged.
He's looking for an easy way out.
It never hurts to try for something you believe in. If you believe in something its with the fight.
They're defeating the plan before they know about it.

250 = OTHER - VAGUE OR NONSENSICAL RESPONSES AND OTHER UNACCEPTABLES THAT DO NOT HAVE AN ESTABLISHED CATEGORY

Age 17
Yr. 07 Because it's not my school.
I think they aught to do away with it.
Yr. 01 Yes, the teacher may like it.
Yes, the community does not run the school.
The paople will like it.
Yes, because it would probably start trouble. People would try to think of ways to get out of it.

3-604001-127-3
PART A, Mr. Jones

Categories and sample responses are listed below.

251 = PUBLIC NOT QUALIFIED TO JUDGE WHAT IS BEST, IS THE BOARD'S JOB TO MAKE DECISIONS, BOARD IS ELECTED TO DO THIS JOB

Age 17
Yr. 07 No samples
Yr. 01 No, the plan is the school board's responsibility not the public's.

252 = YES, IT MIGHT BE A BAD PLAN

Age 17
Yr. 07 Because Plax X might not be a good plan.
Yr. 01 Yes, it's not a good plan because the people aren't for it.

253 = YES, THE PUBLIC DOESN'T LIKE THE PLAN

Age 17
Yr. 07 Because if the people don't want it why do it?
Yes, because if alot of people are against it it will not work.
Beacuse people are against it.
Yr. 01 Yes, many people are against it.
Yes, because some people may not like it.
Yes, most people do not like plan X.

399 = I DON'T KNOW

3-604001-127-3
PART B, Mr. Green

SCORING GUIDE: PART B

Categories and sample responses are listed below.

000 = NO RESPONSE

110 = OTHER - RESPONSES THAT ARE ACCEPTABLE BUT DO NOT HAVE AN ESTABLISHED CATEGORY AND ACCEPTABLE RESPONSES THAT ARE TOO VAGUE TO CATEGORIZE

Age 17
Yr. 07 It would arouse community involvement.
A better decision could reached this way.
You can come up with a decision.
Yr. 01 An attempt for a solution could get underway. To have a vote taken on it.

111 = YES, THE SCHOOL BOARD AND THE PUBLIC SHOULD EXCHANGE INFORMATION

Age 17
Yr. 07 Because the people should know what is going on.
Hear the pros and cons of argument.
You will hear others opinions.
You can get an idea of how many people want it.
Yr. 01 This way the people can be heard.
Everyone can see both sides.
It gives the public a chance to access it for themselves.
It's a good way for all the people to hear all the pros and cons of it.

112 = YES, THE PEOPLE PAY THE TAXES, THE BOARD REPRESENTS THE PEOPLE AND IS RESPONSIBLE TO THEM

Age 17
Yr. 07 People should be made part of what the schools do their children go there.
The should have the tax payer's opinion on such matters.
The public has a right to know. The public has a right to say what their kids are taught.
Yr. 01 The people of the community should have something to say, their children are going to school there.
The community should be informed about what goes on in the school that their child attends.
It's the right of the citizen to decide.
The people pay taxes to send their kids to school.

3-604001-127-3
PART B, Mr. Green

Categories and sample responses are listed below.

113 = YES, THE PEOPLE MIGHT HAVE IDEAS ON HOW TO IMPROVE THE PLAN, COMPROMISE

Age 17
Yr. 07 If there are arguments they could compromise.
The people might have some good suggestions for it.
They could revise the plan.
To try to compromise and make everyone happy.
Take in other ideas for improvement.
Because it might help them improve on Plan X.
Yr. 01 To find a plan or compromise to suit everybody.
The people may come up with a better idea.
Amendments to the plan might be made.
The public might have some suggestions for improving Plan X.
Some new ideas might be introduced that will make it ever better.

114 = YES, IT IS THE DEMOCRATIC WAY, AMERICAN WAY

Age 17
Yr. 07 Because its the most democratic way.
This is the way we run things in a democracy.
It is democratic.
It's a democratic and responsible action.
Yr. 01 It's the most democratic way.
It's democratic.
Its the way of our democratic system.
They will approach the problem democratically.

115 = YES, PUBLIC RELATIONS, PUBLIC AND SCHOOL BOARD WOULD BE ON BETTER TERMS, COOPERATION BETWEEN SCHOOL AND COMMUNITY

Age 17
Yr. 07 Show people the school board is working.
It would help the communication between the people.
Let's the people know they still count in their community decisions.
Yr. 01 The public will be more cooperative if they are well informed about the plan.
He is more advanced on how to please the public.
It would create a better relationship between school board and the public.

3-604001-127-3
PART B, Mr. Green

Categories and sample responses are listed below.

116 = YES, MAY BE A GOOD PLAN, COULD IMPROVE THE SCHOOL

Age 17
Yr. 07 Because it will be good to improve the school.
Yr. 01 Things that are good should be adopted.
The plan may be beneficial.

250 = OTHER - VAGUE OR NONSENSICAL RESPONSES AND OTHER UNACCEPTABLES THAT DO NOT HAVE AN ESTABLISHED CATEGORY

Age 17
Yr. 07 It won't do any good to have an argument about it.
Sometimes that helps.
No, who wants to hear arguments.
I would want to hear pros for plan X, not the cons.
Yr. 01 Yes, and trys to have this meeting with the major.
No, they might a fight over some ideas.
People might get hurt.

251 = PUBLIC NOT QUALIFIED TO JUDGE WHAT IS BEST, IS THE BOARD'S JOB TO MAKE DECISIONS, BOARD IS ELECTED TO DO THIS JOB

Age 17
Yr. 07 No samples
Yr. 01 No, this is the job of the school board not the people.
No, the parents dont know what goes on in school.

252 = NO, IT MIGHT BE A BAD PLAN

Age 17
Yr. 07 No samples
Yr. 01 No samples

253 = NO, THE PUBLIC DOESN'T LIKE THE PLAN

Age 17
Yr. 07 No if everybody is against it it is not going to work.
Yr. 01 No samples

399 = I DON'T KNOW

3-604001-127-3
PART C, Mr. Williams

SCORING GUIDE: PART C

Categories and sample responses are listed below.

000 = NO RESPONSE

110 = OTHER - RESPONSES THAT ARE ACCEPTABLE BUT DO NOT HAVE AN ESTABLISHED CATEGORY AND ACCEPTABLE RESPONSES THAT ARE TOO VAGUE TO CATEGORIZE

Age 17
Yr. 07 People will be directly affected.
The people do have responsibility.
Because many people wouldn't be represented in this decision.
Because it's not entirely the school board's responsibility.
He's doing what he wants not what he should.
They should do what is best for the kids.
Yr. 01 The decision isn't completely the school board's decision.
He is trying to take too much authority.
It's not just the school board's responsibility.
The public should have a vote.
He gives too much power to a few.

111 = NO, THE SCHOOL BOARD AND THE PUBLIC SHOULD EXCHANGE INFORMATION

Age 17
Yr. 07 I think they should get together with the people.
Get opinions first.
I think you have to bring it in front of the people and discuss it.
He needs to let the people discuss it.
People should know what's going on.
The community should have a say in the matter.
Yr. 01 The people should be told about the plan.
I think the people should have a say in this.
The public should know what is going on.
The public should be able to express their views.
The people should be let known of what's happening in local government.

3-604001-127-3
PART C, Mr. Williams

Categories and sample responses are listed below.

112 = NO, THE PEOPLE PAY THE TAXES, THE BOARD REPRESENTS THE PEOPLE AND ARE RESPONSIBLE TO THEM

Age 17
Yr. 07 The people will probably pay for it, so they should have a say in it.
The community has a right to know what's going on and to have a say.
The board is elected, and their actions should be open to the public.
The school board should reflect the views of those they represent.
Taxpayers have a right to know.
Yr. 01 The school board has responsibility to represent peoples wishes.
People should know what's going on in their schools.
People (taxpayers) should have a say in what happens at school.
Mr. Williams is forgetting he's working for the people.
The board is responsible to the people.

113 = NO, THE PEOPLE MIGHT HAVE IDEAS ON HOW TO IMPROVE THE PLAN, COMPROMISE

Age 17
Yr. 07 No samples
Yr. 01 I think the community could suggest good ideas.
The plan may be improved it could probably be improved if opened to the public.

114 = NO, IT IS NOT DEMOCRATIC

Age 17
Yr. 07 Because that's not democracy.
He is changing the whold sense of democracy.
Yr. 01 Because it is not a democratic idea.
Undemocratic and arbitrary.
It is not democratic.
He is undemocratic.

Categories and sample responses are listed below.

115 = NO, PUBLIC RELATIONS, PUBLIC AND SCHOOL BOARD WOULD BE ON BETTER TERMS, COOPERATION BETWEEN SCHOOL AND COMMUNITY, THE PEOPLE WILL REBEL

Age 17
Yr. 07 He might cause trouble with the public.
The rumor may be true, in which case it might start a stir.
The public might demonstrate against it.
People would lose faith in the school board.
You may hurt your school attendance by this.
The community would protest.
Yr. 01 It might cause a lot of trouble if they didn't tell the public.
It could cause more trouble than they already have.
It tends to turn the public opinion against them and makes it difficult to get re-elected when voters don't like you.
Adopting an unpopular plan would cause unrest.
This plan might cause alot of confusion and resentment.

116 = NO, IT MIGHT BE A BAD PLAN

Age 17
Yr. 07 Because the plan might be unjust and faulty.
The plan might be detrimental.
It might be a bad plan, and waste money, and get people mad.
Plan X may be bad in some unknown way.
Yr. 01 Because maybe it wouldn't benefit no one else.
The plan may be a poor one.
Perhaps the plan is wrong and not helpful to the school.
The plan may have faults that may be harmful after it is put in effect.

117 = NO, THAT WOULD BE UNFAIR, UNETHICAL

Age 17
Yr. 07 It isn't fair to the people.
He's trying to shove this down the people's throat.
His action maybe too rash.
Unfair and undemocratic.
Yr. 01 It's unfair to the people.
He is sneaky.
It would be unfair because it is for the people.

3-604001-127-3
PART C, Mr. Williams

Categories and sample responses are listed below.

250 = OTHER - VAGUE OR NONSENSICAL RESPONSES AND OTHER UNACCEPTABLES THAT DO NOT HAVE AN ESTABLISHED CATEGORY

Age 17
Yr. 07 No the school board shouldn't have anything to do about it.
Doesn't have the peoples consent.
No because the school board wants to start it.
It wouldn't work.
Yr. 01 No, because the public is where the student's come from.
No. They should stand up for their plan.
If it wasn't good in the first place why did they select it.
It is unfair to the schoolboard.

251 = PUBLIC NOT QUALIFIED TO JUDGE WHAT IS BEST, IS THE BOARD'S JOB TO MAKE DECISIONS, BOARD IS ELECTED TO DO THE JOB

Age 17
Yr. 07 Yes, that is why the school board is elected.
Yes, he is right, it is their responsibility.
Because the school is the responsibility of the school board.
Yr. 01 And second of all I think that it is they responsibility for this.
The school board has qualified members.
The public will never know which will be good.

252 = YES, MAY BE A GOOD PLAN, COULD IMPROVE THE SCHOOL

Age 17
Yr. 07 Because it's probably a good plan.
Yr. 01 For betterment of school.

399 = I DON'T KNOW

43

A. Have you ever written a letter to a government official or representative?

● Yes
○ No

B. (If Yes) What was the letter about? ______________________________

____

If more than one, list the topics. ______________________________

____

____

____

Exercise #: R604003
Yr.1 Rel: U529

NAEP #: 604003-127-3

Objective: VI. APPROACH CIVIC DECISIONS RATIONALLY
Subobjective: D. Support open, honest communication and universal education.
Objective: IV. PARTICIPATE IN DEMOCRATIC CIVIC IMPROVEMENT
Subobjective: C. Actively work for civic improvement.
Subobjective: D. Participate in local, state, and national governmental processes.

Theme: ATTITUDES
Subtheme: Belief in the worth of the individual.

Exercise Type: Open Ended
Scoring Type: Semi-Professional
Administration Mode: Group
Stimulus Type: Paced Tape

Overlap:	17
1975-1976 Package-Exercise:	06-16
1969-1970 Package-Exercise:	02-09

Timing: (in seconds)

Part A	Stimulus:	6
	Response:	4
	Total:	10
Part B	Stimulus:	10
	Response:	28
	Total:	38
Exercise Total:		48

3-604003-127-3

SCORING GUIDE

Categories and sample responses are listed below.

000 = NO RESPONSE

110 = OTHER - RESPONSES THAT ARE ACCEPTABLE BUT DO NOT HAVE AN ESTABLISHED CATEGORY AND ACCEPTABLE RESPONSES THAT ARE TOO VAGUE TO CATEGORIZE

Age 17
Yr. 07 Injustice
About hearing prayer on TV before astronauts go into space.
Yr. 01 The letter written to acquire information for a research paper.
Getting information for a school project.
About a photograph of an unidifided flying object.

111 = REQUESTS FOR PERSONAL FAVORS

Age 17
Yr. 07 Congressional nomination for Annapolis Naval ACADEMY.
I asked to be apoointed to West Point.
Yr. 01 Entering the Merchant Marine Acadamy.
The letter was asking for charity for a Kidney Fund.
Getting a job.
To get a pass to the White House and to the Capitol when I went to DC.

112 = IN SUPPORT OF OR AGAINST A GOVERNMENT OFFICIAL

Age 17
Yr. 07 Our class wrote saying we backed a Cal. Senator for his campaign.
Yr. 01 No samples

113 = IN REFERENCE TO EDUCATION - MONEY, FACILITIES, TEACHERS

Age 17
Yr. 07 Bill - equal % of money goes for education.
Unfair school budget cuts.
For civics class about giving Federal aid to Catholic schools.
Yr. 01 The condition of school programs and the conduct of officials in school.
School Bond Issue.
Keeping sports in LA City Schools.
Concerning the cut in the educational budget.

Categories and sample responses are listed below.

114 = ENVIRONMENTAL ISSUES, POLLUTION, CONSERVATION

Age 17
Yr. 07 Pertaining to sanitation.
The proposed logging of the Kaiser Roadless Area (SB75, HB 3656).
Concerning all forms of pollution and asking that they do their best.
About conserving Bay Area Park.
Alaskan Pipe Line.
Yr. 01 I asked for information about our conservation of Natural Resources.
About some information dealing with conservation of Wisc. for a science project.
Air polution, water pollution.

115 = IN SUPPORT OF OR AGAINST NATIONAL/LOCAL ISSUES, PROBLEMS, CONDITIONS

Age 17
Yr. 07 Proposed curfew in our community.
It was about the food shortage.
It was dealing with abortion.
Our class asked to let Martin Luther King's birthday be a national holiday.
About the spending of tax money.
Yr. 01 Lowering the legal age of riding a motor bike to 15.
It was about the dirty bathrooms in school.
To abolish the electoral college.
The economic standing of Indians.
The letter was about the Gun Control Law.

116 = NATIONAL - REQUESTS FOR INFORMATION

Age 17
Yr. 07 I wanted information on the President's job.
About information concerning drugs.
For information of public and state parks.
Yr. 01 Report on the poverty in East St. Louis, Ill.
Request for information on organized crime.
It was about a question dealing with which was the first colony to use paper ballots, Rhode Island, or Mass.
Asking for a pamphlet on how Congress is run.
I wanted to get information concerning the State of NY.

Categories and sample responses are listed below.

117 = SUPPORT OF OR AGAINST AN INTERNATIONAL ISSUE, PROBLEM, CONDITION

Age 17
Yr. 07 It concerned the UN's decision that Zionism was a form of racism.
America's support of Israel.
Yr. 01 Cuban crisis.

118 = INTERNATIONAL - REQUESTS FOR INFORMATION

Age 17
Yr. 07 I requested information or their veiwpoint of the SST (Concorde).
Yr. 01 Request for information on Olympics games.
I also wrote for information about what we are doing for South America, money wise, aid and what our Peace Corps is doing for them.
To get information on a country in Africa.

119 = REGARDING WAR OR PEACE

Age 17
Yr. 07 About Viet Nam War.
I sent a letter about the POW/MIA Problem (Prisoners of war, missing in action).
Yr. 01 American withdrawal of troops from Viet Nam.
A petition to halt bombing ir Vietnam.
A possible peace plan in Vietnam.

250 = OTHER - VAGUE OR NONSENSICAL RESPONSES AND OTHER UNACCEPTABIES THAT DO NOT HAVE ESTABLISHED CATEGORY

Age 17
Yr. 07 No samples
Yr. 01 To the Governer of New York.
About all the nonsense in this country.
We wrote a letter to the President of the US.
Book.

399 = I DON'T KNOW

BACKGROUND QUESTIONS--This exercise was included in every package for intended use as a background variable.

A. How often do you have discussions on national, state or local government or politics in your classes?

○ Almost every day

○ Once or twice a week

○ Three or four times a month

○ Hardly ever

B. How often do you have discussions about international politics and global problems in your classes?

○ Almost every day

○ Once or twice a week

○ Three or four times a month

○ Hardly ever

This exercise was not developed to be a direct measure of the Citizenship Objectives.

BACKGROUND QUESTIONS--This exercise was included in every package for intended use as a background variable.

A. How many courses have you taken in the past three years that dealt with government, public affairs, or politics?

○ None
○ 1 or 2
○ 3 or 4
○ 5 or more

B. Overall, did these courses increase your interest in government, public affairs, or politics?

○ A good deal
○ Some
○ Not at all

This exercise was not developed to be a direct measure of the Citizenship Objectives.

BACKGROUND QUESTIONS--This exercise was included in every package for intended use as a background variable.

In each statement below, please fill in the oval that BEST describes the general conditions in your school.

A. Students are encouraged to make up their own minds.

○ Always
○ Often
○ Sometimes
○ Rarely
○ Never

B. Teachers try to get students to speak freely and openly in class.

○ Always
○ Often
○ Sometimes
○ Rarely
○ Never

C. Students can feel free to disagree openly with their teachers.

○ Always
○ Often
○ Sometimes
○ Rarely
○ Never

D. Our teachers respect our opinions and encourage us to express them.

- ○ Always
- ○ Often
- ○ Sometimes
- ○ Rarely
- ○ Never

E. In some schools the students help decide about school affairs; in others, the teachers and administrators make almost all of the decisions. How is it in your school -- do the students help decide about school affairs?

- ○ Always
- ○ Often
- ○ Sometimes
- ○ Rarely
- ○ Never

This exercise was not developed to be a direct measure of the Citizenship Objectives.

BACKGROUND QUESTIONS--This exercise was included in every package for intended use as a background variable. 440.

A. In school, have you studied how to acquire information about political issues?

○ A good deal
○ Some
○ Not at all

B. In school, have you studied how to analyze the values and alternatives involved in political issues?

○ A good deal
○ Some
○ Not at all

This exercise was not developed to be a direct measure of the Citizenship Objectives.

BACKGROUND QUESTIONS--This exercise was included in every package for intended use as a background variable.

A. Civics, history or government courses pay enough attention to important political issues such as race relations, political demonstration, poverty, and issues of war and peace.

○ True about the courses
○ Somewhat true about the courses
○ NOT true about the courses

B. Civics, history or government courses give students an accurate picture of the way American politics works.

○ True about the courses
○ Somewhat true about the courses
○ NOT true about the courses

C. Civics, history or government courses don't provide students with new ideas about politics. The students already know much of what is taught.

○ True about the courses
○ Somewhat true about the courses
○ NOT true about the courses

D. Civics, history or government courses give students the knowledge they need to participate in politics.

○ True about the courses
○ Somewhat true about the courses
○ NOT true about the courses

This exercise was not developed to be a direct measure of the Citizenship Objectives.

BACKGROUND QUESTIONS--This exercise was included in every package for intended use as a background variable.

442.

How often do you talk about government or politics in your class?

- ○ Almost every day
- ○ Once or twice a week
- ○ Three or four times a month
- ○ Hardly ever

This exercise was not developed to be a direct measure of the Citizenship Objectives.

SEE EXERCISE # 403024-717-123
BACKGROUND QUESTIONS--This exercise was included in every package for intended use as a background variable.

443.

A. I am interested in learning about government.

● True about me
○ NOT true about me

○ I don't know.

B. I like to watch TV programs about elections and politics.

● True about me
○ NOT true about me

○ I don't know.

C. I like to guess who is going to win in elections.

● True about me
○ NOT true about me

○ I don't know.

This exercise was developed to measure Citizenship Objective IV.ACD. In addition, at age 9 it was administered in every package for potential use as a background variable. At ages 13 and 17 it was only administered in one package. See documentation page 403024-717 for further information.

Suppose one day you meet a girl who has traveled all over the world with her parents. She has just come back to the United States. If you were to ask her two questions, what two questions would you ask her about her trip?

(1) ______________________________

____

____

(2) ______________________________

____

____

(If respondent answers "None" OR no response is given in 10 seconds, go to next exercise.

If respondent pauses after first response ask, "What else would you ask her about her trip?"

Stop after 2 responses OR when respondent answers "Nothing" OR no response is given in 10 seconds.)

Exercise #: R 10 1008
Yr.3 Rel: US002

NAEP #: 101008-327-1

Objective: I. HAVE CURIOSITY ABOUT HUMAN AFFAIRS
Subobjective: A. Raise questions and seek answers.

Theme: SKILLS
Subtheme: Obtaining information.
Theme: KNOWLEDGE
Subtheme: Geography.

Exercise Type: Open Ended
Scoring Type: Semi-Professional
Administration Mode: Individual
Stimulus Type: No Paced Tape

Overlap:	9
1975-1976 Package-Exercise:	05-29
1971-1972 Package-Exercise:	06-01

Timing: (in seconds)

Stimulus:	*
Response:	*
Exercise Total:	*

*No paced tape was used for this individually administered exercise.

SCORING GUIDE

Categories and sample responses are listed below.

00 = NO RESPONSE

11 = SPECIFIC QUESTIONS RELATED TO COUNTRIES VISITED (GEOGRAPHY, LIVING CONDITIONS, EDUCATION, RECREATION, GOVERNMENT)

Age 9
Yr. 07 How cold was it in Alaska and what was the highest temperature?
If she went to India, was it hot there?
Did you go into the jungle in Africa?
Were they Communist countries?
How hot is it in the Sahara Desert?
Yr. 03 Did she see the place where the Battle of the Buldge was fought?
Did she see the places in Japan where the bombs were dropped - atomic bombs, I think.
Did she go to any of the museums in any of the countries?
What kind of schools they went to?
Are there houses in Argentina much like ours?
What kind of animals he saw?

12 = QUESTIONS ABOUT CULTURE OF PEOPLE IN OTHER COUNTRIES (COMMUNICATIONS, LIFE-STYLES, CUSTOMS)

Age 9
Yr. 07 What was the food like?
What kind of clothes did they wear there?
Did you learn any new languages?
What the people were like.
What kind of money did they have there?
Yr. 03 If she talked with people in many different languages?
Did she find out anything about the way people lived and dressed - the different things?
What kind of churches they went to?

Categories and sample responses are listed below.

13 = GENERAL QUESTIONS ABOUT PEOPLE

Age 9
Yr. 07 Did you meet any new people?
Did you have a whole lot of friends there?
Yr. 03 Who did you meet around the world?
Did she have any friends any where she went?

20 = VAGUE, NONSENSICAL, AND OTHER UNACCEPTABLE RESPONSES

Age 9
Yr. 07 What trip are you giong on?
If she saw any prehistoric animals?
Did you see Santa's toys?
If she was a karate expert.
Did you see the French horn?
Yr. 03 What was it about?
Will she marry me?
Are we going to have 3 children?
How many countries are there?
Where are you going to?

21 = DOES NOT SHOW INTEREST IN COUNTRIES OR PEOPLE VISITED

Age 9
Yr. 07 If shes glad to come back to the US.
How much school has she got?
How did your parents earn the money to go around the world?
Do you live long from here?
What is your name?
Yr. 03 Where did you get the money for the trip?
Do you like it here?
Are you tired now?
How old is she?
Where are you from?

Categories and sample responses are listed below.

22 = QUESTIONS ABOUT TRANSPORTATION/ITINERARY/OR REQUESTS FOR GENERAL DESCRIPTIVE INFORMATION

Age 9
Yr. 07 What did you do?
If she went to Switzerland?
How many miles did she travel?
Did you go by bus, airplane or car?
Did you see a lot of different neat things?
Yr. 03 Where did she go first?
What was the last place she went to?
Did you go by airplane or car?
What did you see?
Where did you go?
How far did you go?

23 = ENJOYMENT OF TRIP, GENERAL OPINIONS ABOUT THE PLACES

Age 9
Yr. 07 Did you see anything exciting?
How was your trip?
What was her favorite country?
Was it fun traveling all the way around the world?
What was the best place you went to?
Yr. 03 Was it good?
How was it?
Did you like your trip?
Did you have fun?
Did you have a good time?
Was it a nice trip?

39 = I DON'T KNOW

Suppose your class has pen-pals from Ceylon, a small country near India. Your pen-pal is named Sirisena. What two questions would you ask him when you write to him?

(1) ____________________

____

____

(2) ____________________

____

____

Exercise #: R101010
Yr.3 Rel: US004

NAEP #: 101010-327-12

Objective: I. HAVE CURIOSITY ABOUT HUMAN AFFAIRS
Subobjective: A. Raise questions and seek answers.

Theme: SKILLS
Subtheme: Obtaining information.
Theme: KNOWLEDGE
Subtheme: Geography.

Exercise Type:		Open Ended
Scoring Type:		Semi-Professional
Administration Mode:	9	Individual
	13	Group
Stimulus Type:	9	No Paced Tape
	13	Paced Tape

Overlap:	9	13
1975-1976 Package-Exercise:	05-26	06-09
1971-1972 Package-Exercise:	05-10	08-10

Timing: (in seconds)		
Stimulus:	*	13
Response:	*	61
Exercise Total:	*	74

*No paced tape was used for this individually administered exercise.

9-101010-327-12

SCORING GUIDE

Categories and sample responses are listed below.

000 = NO RESPONSE

110 = OTHER ACCEPTABLE RESPONSES

Age 9
Yr. 07 I'd ask him what his stamps look like.
How many people are in Celon?
Is there any interesting places?
When is the last time they had a war?
Do you ride horses or have cars?
Yr. 03 How do you travel?
Write me as soon as you can.
What do you do if people get sick?
Age 13
Yr. 07 How large is population in your country?
What is your country's flag?
Will you write to me?
Yr. 03 Do you have lots of cars and buildings?

111 = QUESTIONS RELATED TO COMMUNICATION (E.G., WRITING AND SPEAKING)

Age 9
Yr. 07 Do you speak a different language?
Do you speak our language?
Do you read or write?
How do you pronounce your name?
Tell me some of the words you use in that country.
How to write in his language.
Yr. 03 How to say hello in his language.
If it is difficult to talk.
How did they get the language?
What language do you speak?
How do you communicate?
What language did you speak in your country?
What's your language?

Categories and sample responses are listed below.

111 = (CONTINUED)

Age 13
Yr. 07 Could he teach me how to speak his language?
Do you read english, if not try to learn.
What is your language like?
Do you speak and understand English?
Yr. 03 Could you write your letters in English?
Do you know any English?
Will you write down the alphabet down for me?
What different languages do he speak?

112 = QUESTIONS RELATED TO LIFE-STYLE OR CUSTOMS (E.G., CLOTHING, FOOD, RELIGION, FAMILY LIFE)

Age 9
Yr. 07 How did you get your name?
If he goes to church.
Do they have as much crime as in Philadelphia?
How does he celebrate Christmas?
What kind of clothes do you wear?
What are the cultures of your people over there?
Yr. 03 What is his religion?
What kinds of food do you eat?
What do you fish with?
What are some of your traditions?
Age 13
Yr. 07 What some of the customs are like in his country.
How do you dress in a native costume or as we?
What kind of religious belief does he have?
What kind of food do you like?
Yr. 03 What are some customs in their country?
And what kind of food do they eat?
What tune do you play to bring the Cobra snake up?
What does Sirisena mean?

Categories and sample responses are listed below.

113 = QUESTIONS RELATED TO LIVING CONDITIONS (HOUSING, THINGS IN THE HOUSE EXCEPT T.V.)

Age 9
Yr. 07 Where he lives.
What are your homes like?
What is the name of his city?
How do they build their houses?
Do you live in a little straw house?
Yr. 03 How do you keep warm?
What kind of a house do you live in?
Do you have houses - straw, up on sticks?
What's your home like?
Age 13
Yr. 07 Where do you live?
How are you sheltered over there?
Where in Ceylon dose he live?
Yr. 03 What city or town does he live in?
What kind of conditions he lived under?
Where do you live?

114 = QUESTIONS RELATED TO EDUCATION

Age 9
Yr. 07 Do you have school in your country like we have in ours?
Does he go to school - what kind of work does he do?
What is your favorite subject in school?
How are you doing in school?
Who's your teacher, your best friend, and what school do you go to?
Yr. 03 Do you go to school?
What do you do in school?
What school do you go to?
Are you doing good in school?
Age 13
Yr. 07 What school do you go to?
How are the schools there?
Do you have good schools?
How is your teacher? Is she mean or nice?
How are your classes different from my classes?
Yr. 03 How many days does she go to school?
Does he go to school, how many years does he have to go or does he work?
Do you have any school education?
If he has any type of education we have.
What kind of school do you have?
What kind of subjects do you take in school?

Categories and sample responses are listed below.

115 = QUESTIONS RELATED TO RECREATION

Age 9
Yr. 07 Do you have sports there?
What his favorite games are?
What kind of games they play?
What games he plays - I could send one of my games to him and he could send one of his to me.
Does he play any instruments?
What is your favorite hobby?
Yr. 03 What things did he do with his other friends?
What do you play in India?
I would ask him what it was like over there and what kind of sports and entertainment they have.
I'd ask him what his favorite thing to do was when he plays.
What do you like to play?
What he does to have fun?
Age 13
Yr. 07 What do you do on weekends?
What kind of sports do they play there?
How is fishing up there?
What do you like to do with your spare time?
What are some of the games or things the kids do for fun?
Yr. 03 Do they have records?
Do you have lots of fun - like to go different places?
What kind of recreational activities do you have there?
Do he know how to play all different kinds of sports?
What are your hobbies?
What he does to have fun?

116 = QUESTIONS RELATED TO HIS GOVERNMENT

Age 9
Yr. 07 Who's your ruler or President?
Does he have a president or a king?
Yr. 03 Is our flag like yours?
What is your president's name?
What is your capitol?
Age 13
Yr. 07 Having any problems in your government?
What kind of rights and freedom is there in Ceylon?
The tapy of government do vor have?
What is your government like if they have a government?
How's you government working now?
What kinds of civil rights do they have? or do they have freedom?
Yr. 03 Does your country have self government?

Categories and sample responses are listed below.

117 = QUESTIONS RELATED TO PHYSICAL CONDITIONS (GEOGRAPHY, WILDLIFE, WEATHER)

Age 9
Yr. 07 How does it look over there?
Where is Celon, India located?
Are there volcanoes?
What the weather usually is in summer and winter?
Does it snow there?
What kind of poisonous snakes do you have?
Yr. 03 What is the difference in time over there?
What does your country look like?
How is the weather?
Is it very hot?
Does it ever snow there?
Age 13
Yr. 07 How large in square miles is in your country?
How is the weather?
Where the city was?
Was it a large piece of land?
Is the a lot of camels the?
Would you please describe your town or village and its people?
Yr. 03 How is the weather?
What it looked like around where he lived - his natural environment.
Is it very hot down there?

118 = QUESTIONS RELATED TO OCCUPATIONS, INDUSTRY AND ECONOMICS

Age 9
Yr. 07 What do your parents do for a living?
Do you have a food shortage?
What kinds of work do you do down there?
How do you work in your country?
Do you live on a farm?
What kind of stores do you have?
Yr. 03 What crops do you grow?
Where does he work at?
How do you make a living?
How are your jobs down there?

Categories and sample responses are listed below.

118 = (CONTINUED)

Age 13
Yr. 07 How people make a living there in your country.
What type of stock (horses, cows, pigs) are grazed there?
Is Ceylon poverty striken or wealthy?
How is the food situation in Ceylon?
What kind of industrie?
Yr. 03 What are some of the things they do there for work?
What do they grow?
Whether he works on a farm or if his dad is a business man.

119 = QUESTIONS RELATED TO SATISFACTION WITH LIFE IN CEYLON

Age 9
Yr. 07 Do you like the place where you live?
Is the country nice there?
Is it fun over there?
Does he like to live in Ceylon?
Yr. 03 Do you like your country?
Is it fun living in India?
How do you like it where you are living now?
Do you like to live there?
Age 13
Yr. 07 What does it feel like to live there?
Do you like it where you live? Why or why not?
Do you enjoy living in your country?
Yr. 03 Is it fun where you live?
Is it a nice country?
How do you like living there?
Do you like India?
How does he like his country?

250 = VAGUE, NONSENSICAL, AND OTHER UNACCEPTABLE RESPONSES

Age 9
Yr. 07 What's your phone number?
What do they do there?
Did you win anything?
Why they moved?
Yr. 03 Will you help my classroom by fixing it upt?
What have you been doing?
Please call me.
How do I get my sister to stop? She yells at me too much.
Whenever I walk by Cat he jumps at me, What can I do about it?
Wish I could spend the night at your house.

Categories and sample responses are listed below.

250 = (CONTINUED)

Age 13
Yr. 07 What's happening?
How do you say Ceylon?
We are all fine down here.
How fat are you?
Yr. 03 To notify me as soon as possible.
Are you a boy or a girl?
If they have a "well-civilization" that's order?
Would he send me an elephant?

251 = QUESTIONS RELATED TO PEN PAL OR HIS FAMILY--PERSONAL

Age 9
Yr. 07 What kind of a pet does he have?
How old he was?
Do you need anything?
What his family is like - how many brothers and sisters he has.
If he has friends.
Yr. 03 How old are you?
How are you?
Are you fine?
How is your family?
Do you have many friends?
How have you been?
Are you ok?
Age 13
Yr. 07 What is your last name?
What is the names of your family?
Where is your home town were you were born?
Do you have a girlfriend?
Yr. 03 How many people are in your family?
How's he doing?
How old he is and what is he doing?
How do you feel about having an American pen-pal living in India?
Are any of your people (kin) well-known?

Categories and sample responses are listed below.

252 = FEELINGS ABOUT OUR COUNTRY OR REFERENCES TO VISITING U.S.

Age 9
Yr. 07 How would you like to come to the US?
If you moved to America do you think you would like it?
Would you like to come down here?
Would you like to live where I live?
Yr. 03 Please come down to see me.
Can you come and visit me sometime?
Could you come see us?
Why don't come to see me?
Age 13
Yr. 07 Do you think you would like to live here?
Would you like to trade countries?
Have you ever been to the United States?
Yr. 03 Would you like to live in America?
When are you coming to see me?
Will you ever come to America?

253 = WHAT IS YOUR COUNTRY LIKE

Age 9
Yr. 07 What his country is like.
How is your country?
Yr. 03 I'd ask what it's like over there.
What is the country like?
What is it like where you live?
Age 13
Yr. 07 What is it like in Ceylon?
Yr. 03 What's it like in India?
How is your country?
What is it like where he lives?
What is your city like?

399 = I DON'T KNOW

Give three reasons why you think people who live in areas where there are poor housing and living conditions don't move into better neighborhoods.

(1) ____

____

____

____

(2) ____

____

____

____

(3) ____

____

____

____

Exercise #: R103001
Yr.3 Rel: UAB09

NAEP #: 103001-327-3

Objective: I. HAVE CURIOSITY ABOUT HUMAN AFFAIRS
Subobjective: C. Try to understand why other people think and act as they do.
Objective: II. USE ANALYTIC-SCIENTIFIC PROCEDURES EFFECTIVELY
Subobjective: A. Identify and define problems and issues.

Theme: ATTITUDES
Subtheme: Belief in the worth of the individual.

Exercise Type: Open Ended
Scoring Type: Semi-Professional
Administration Mode: Group
Stimulus Type: Paced Tape

Overlap: 17
1975-1976 Package-Exercise: 11-17
1971-1972 Package-Exercise: 10-05

Timing: (in seconds)
Stimulus: 8
Response: 120
Exercise Total: 128

SCORING GUIDE

Categories and sample responses are listed below.

000 = NO RESPONSE

110 = OTHER ACCEPTABLE RESPONSES

Age 17
Yr. 07 No samples
Yr. 03 No samples

111 = LACK OF FUNDS

Age 17
Yr. 07 Because they can't afford the move and even if they moved they wouldn't be able to support themselves in their new home.
Probably cause they don't have enough money.
Too many kids to support.
Don't have a good job.
Because they're on welfare and can't afford to.
Yr. 03 They don't have jobs.
If they do move they have to pay more, people don't have the money.
They haven't got the money.
Because they are poor and they don't have a reliable source of getting the money needed to move.
Not enough money because they don't have good jobs.
They're trying to save their money for their childrens education and there isn't enough money to do both--save and move.

112 = LACK OF EMPLOYMENT (IN NEW PLACE)

Age 17
Yr. 07 They're afraid if they move they won't find another job and they'll be worse off than before.
Can't get a new job in a better area.
No jobs (in area where they can support themselves).
Yr. 03 Jobs not available.
The job they have--maybe they couldn't get another job where they moved.

Categories and sample responses are listed below.

113 = LACK OF EDUCATION

Age 17
Yr. 07 They don't have the education to get a better job.
They might not have a good enough education to get better jobs.
Yr. 03 They are poorly educated.
They can't get the education to better themselves.
They may not have the education to get better jobs to get the money to get out.

114 = DISCRIMINATION, ARE CLOSE TO FRIENDS AND RELATIVES, FEEL MORE SECURE WHERE THEY ARE

Age 17
Yr. 07 Other people do not want to have poor people living around them.
The realtors ask about their backgrounds and won't sell them a house.
Maybe the people don't want to move away from their friends and live in a "plastic" society.
They are afraid to move to someplace else where they wouldn't fit in. Because they are comfortable where they're at.
Yr. 03 Maybe they tried to move away but some landlords won't accept them because of their race.
They might not be accepted and people in the neighborhood might not let them buy the house.
Because of their race or ethnic background. This may prevent them from moving into other neighborhoods.
Relatives living in the same area. Being brought up in this area.
They feel more secure in their own neighborhood.
Just don't want to move--friends, neighbors, etc.

115 = LACK OF HOUSING IN NEW NEIGHBORHOOD

Age 17
Yr. 07 There aren't that many houses available.
No available houses anywhere else, maybe at that time.
If they live in a large city the other neighborhoods may be too crowded.
Yr. 03 Can't find a better place to live.
No place to move.
No other urban areas where there are enough houses around.
Lack of housing in an area.

Categories and sample responses are listed below.

116 = ACCESSIBILITY TO JOB IN OLD NEIGHBORHOOD

Age 17
Yr. 07 The new neighborhood may be on the other side of town, away from their jobs.
They might have to live there because of place of work.
They may not have transportation and they live close to where they work.
They risk losing jobs by moving.
Yr. 03 Their jobs are right next to where they live.
Might lose their job if they move.
If the job didn't pay well--it might also be near a poor neighborhood and the people might stay there because they were close to their jobs. Traveling would be expensive.

250 = VAGUE, NONSENSICAL, AND OTHER UNACCEPTABLE RESPONSES

Age 17
Yr. 07 And you can't just move in anyplace you want to because of law in the US.
The government won't let them.
Yr. 03 Social class (soiety)
Jobs
They would not know where to move or how to do it.
They wouldn't have the supplies to condition themselves.

251 = NEGATIVE OR STEREOTYPE ATTITUDES ABOUT PEOPLE IN SLUM AREAS

Age 17
Yr. 07 They don't care enough to put forth the effort to better themselves.
No ambition to get ahead.
Don't have any sence.
They enjoy easy life.
Some spread these conditions everywhere they go, by carelessness and bad judgement.
Yr. 03 Don't want to start over.
Environment causes them to lose their ambition to move to better neighborhood.
Some people just don't care.
They'd just as soon the government help them out--unemployment checks.
They wouldn't feel comfortable at a high standard of living.

399 = I DON'T KNOW

Below is a conversation that four speakers had about Mr. Jones, a Congressman. Try to decide what the central problem is that is being discussed.

Speaker I: Jones has stated he has no faith in his party's platform. Moreover, he has voted against many of his party's bills in Congress even though he was elected on his party's ticket. He's a traitor to the party and won't get my vote again.

Speaker II: Your judgement is too harsh. There have been many instances when congressmen from both parties have failed to follow party leadership. Jones is a traitor to his party only if he refuses to support his party's presidential candidate.

Speaker III: That is no defense. If Jones was elected to his party's ticket, he is obligated to support his party.

Speaker IV: I cannot agree. Each congressman must do what his conscience, not what his party's leadership, tells him to do.

What is the CENTRAL problem that is being discussed by the speakers?

Exercise #: P201005
Yr.3 Rel: USI19

NAEP #: 201005-327-3

Objective: II. USE ANALYTIC-SCIENTIFIC PROCEDURES EFFECTIVELY
Subobjective: A. Identify and define problems and issues.

Theme: SKILLS
Subtheme: Interpreting information.

Exercise Type: Open Ended
Scoring Type: Semi-Professional
Administration Mode: Group
Stimulus Type: Paced Tape

Overlap: 17
1975-1976 Package-Exercise: 11-04
1971-1972 Package-Exercise: 09-18

Timing: (in seconds)
Stimulus: 60
Response: 110
Exercise Total: 170

SCORING GUIDE

Categories and sample responses are listed below.

00 = NO RESPONSE

10 = OTHER ACCEPTABLE RESPONSES

Age 17
Yr. 07 No samples
Yr. 03 No samples

11 = GENERALIZES BEYOND THIS SITUATION TO THE ISSUE OF ELECTED OFFICIALS SUPPORTING A PARTY'S PLATFORM VERSUS FOLLOWING THEIR INDIVIDUAL BELIEFS

Age 17

Yr. 07 Whether a public office holder should follow his party's doctrine instead of personal view and if so to what extent?

The problem is whether or not a congressman should support his party even if he disagrees, or to do what he feels right even though elected on his party's ticket.

A legislator's loyalty to his party's ideals. Whether he should vote as he feels, as a free citizen, or as his party dictates.

The central problem is how far does the obligation of a congressman to his party go? Must he follow the party platform or his conscience?

Yr. 03 The central problem that is being discussed is one of whether or not individual politicians in Congress have the right to follow their conscience or whether they must pledge all their support to his political party.

If a congressman should support his party even if it is not good for the people or if he should support the people no matter what party he is from.

The problem being discussed is whether or not any official elected on a certain party ticket is bond by that party's platform or if he should go on his own and do what he thinks right.

The problem seems to be whether an elected representative should follow his party's ideas or to act on his own judgement.

Categories and sample responses are listed below.

12 = STATES BOTH SIDES OF THE ISSUE AS A DILEMMA MR. JONES IS FACING - SHOULD HE SUPPORT HIS PARTY OR FOLLOW HIS BELIEFS

Age 17
Yr. 07 Whether or not this congressman should vote the way his party votes or the way he feels is right.
Whether Jones should support his party or the people.
Whether or not Mr. Jones is correct in voting how he feels on political issues rather than how his party feels.
Yr. 03 The actions of congressman Jones aren't in line with what others feel they should be. Some believe he should decide an issue according to his party's opinion. Others feel it a matter of choice. Does the man have a right to follow his conscience at all times? - central problem.
Whether or not Jones should follow his party and do what the party wants, or supporting what he thinks is right for the party.
Whether or not Mr. Jones is a traitor to his party or is just acting in his best judgement.

13 = DESCRIBES THAT MR. JONES EITHER DID NOT SUPPORT HIS PARTY OR FOLLOWED HIS OWN BELIEFS AND GIVES THE OTHER POINT OF VIEW

Age 17
Yr. 07 The fact that Jones doesn't seem to be voting with what his party wants. He seems to be voting on issues in the way he feels is right.
Jones apparently disagrees with some of his party's beliefs and instead of going along with the ideas, he votes his own way.
Mr. Jones is not following and supporting the ideas of the party. The congressman is doing what he thinks is right, not what his party does.
Yr. 03 The problem being discussed is the way Mr. Jones has voted on several bills. Some say he is obligated to the party, others say he must follow his conscience.
Congressman Jones is not following his party. Instead he has decided to go against his party's ticket and do as his conscience wills.
Jones was doing what he thought he should do but Speaker I and Speaker III think that he should do what the rest of the party does.

Categories and sample responses are listed below.

14 = FOCUSES ON HOW MUCH AUTONOMY MR. JONES (OR ANY ELECTED OFFICIAL) SHOULD OR SHOULDN'T HAVE, SINCE HE WAS ELECTED ON THE PARTY TICKET - DOESN'T STATE THE ISSUE OF SUPPORTING THE PARTY VERSUS FOLLOWING ONE'S BELIEFS

Age 17
Yr. 07 Whether or not Mr. Jones is loyal to his party's wishes and opinions.
Whether Jones is obligated to support his party.
Trying to decide if you should vote for the party you signed for.
The central problem is whether or not a congressman is obligated to support his political party in every situation.
Yr. 03 The central problem that is being discussed is whether or not Mr. Jones is doing his job as a member of his political party.
Mr. Jones has not followed his party's beliefs when he has voted on bills. They are determining whether or not he is a traitor to his party.
I think the central problem that is being discussed by the speakers is that congressman should or should not stand behind his party's platforms.
Should you always do just what your party does? Do you have to support them in everything?

20 = VAGUE, NONSENSICAL, AND OTHER UNACCEPTABLE RESPONSES

Age 17
Yr. 07 Who they are voting for and why.
Whether or not Mr. Jones is right or wrong in what he has said or done.
Voting Jones out of office because he won't support his party.
They are saying that, he was not elected by his people.
To see if Jones is a traitor.
Yr. 03 Mr. Jones and his ways.
You have two different conflicts in where as nothing can be solved, what's a party anyhow, why not just work as they say "Let the best man win."
Mr. Jones' party and him being a traitor with no defense for his country.
Presidential election and Mr. Jones ideas.
Mr. Jones made a promise and it seems that he is not keeping each one has their own idea but it appear that he is wrong.

Categories and sample responses are listed below.

21 = ONLY DESCRIBES MR. JONES' ACTIONS

Age 17

Yr. 07 Jones doesn't vote the way his party wants him to vote.

He has voted against his party's bill.

Jones is not supporting his party.

Jones has not always done what what his party wanted him him to do.

Yr. 03 Jones is not supporting his party the way the Speaker think he should.

The problem is that Jones has voted against many of his party bills and has been called a traitor for doing so.

Mr. Jones was elected on his parties ticket, but he doesn't always vote the way his party would like him too, the speakers above are expressing the views they hold toward his actions.

Congressman Jones does not go along with his party.

The central problem is that Mr. Jones has been elected on one party's ticket, but he is not supporting this party. Either he is going to support his party or he is a traitor.

The speakers say that Congressman Jones is not voting in the House of Representatives the way the political party is voting.

22 = THE SPEAKERS DISAGREE ABOUT OR WITH MR. JONES' ACTIONS (RESPONSE DOESN'T INCLUDE MUCH ELSE)

Age 17

Yr. 07 Jones is supposed to be against his party and these people don't like this.

The problem is that the speakers all think different about Mr. Jones. They should get together and talk it over.

Some think Jones is a traitor and some think not.

Jones not being a very good congressman.

Yr. 03 Speaker I, and III are mad because they feel that Congressman Jones has not done what he is suppose to do in office. Speaker II and IV are trying to defend him.

That they don't agree with the congressman.

They are saying that since Jones is working as Congressman for a center party he must follow the ideas of the party. Everyone feels he is a traitor except one speaker.

That Mr. Jones doesn't seem to be a good congressman. And that they object about the way he is acting as one.

39 = I DON'T KNOW

47

The following questions refer to the index from a social studies book printed on the opposite page.

A. What page(s) would you look on to find out how sabotage was used during the Civil War?

____

B. What page(s) would you look on to find how many Negroes were in the armed forces during the Civil War?

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Exercise #: R203005
Yr.3 Rel: RS020, US020

NAEP #: 203005-327-2

Objective: II. USE ANALYTIC-SCIENTIFIC PROCEDURES EFFECTIVELY
Subobjective: C. Obtain information from appropriate and various sources.

Theme: SKILLS
Subtheme: Obtaining information.

Exercise Type: Open Ended
Scoring Type: Semi-Professional
Administration Mode: Group
Stimulus Type: Paced Tape

Overlap: 13
1975-1976 Package-Exercise: 06-08
1971-1972 Package-Exercise: 07-20

Timing: (in seconds)
Introduction: 7
Part A Stimulus: 7
Response: 32
Total: 39
Part B Stimulus: 8
Response: 33
Total: 41
Exercise Total: 87

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SCORING GUIDE: PARTS A AND B

Categories and sample responses are listed below.

PART A

0 = NO RESPONSE

1 = ACCEPTABLE RESPONSE: 163

2 = UNACCEPTABLE RESPONSES

9 = I DON'T KNOW

PART B

0 = NO RESPONSE

1 = ACCEPTABLE RESPONSE: 165

2 = UNACCEPTABLE RESPONSES

9 = I DON'T KNOW

474.

Suppose you want to find a recent magazine article about Mrs. Marie Bancroft Weaver, a woman who has said that she would like to run for the presidency. Which one of the following sources would you use to locate the article?

- ○ Time
- ○ The World Almanac
- ○ The World Book Encyclopedia
- ● The Readers' Guide to Periodical Literature

- ○ I don't know.

Exercise #: P203007
Yr.3 Rel: US015

NAEP #: 203007-327-23

Objective: II. USE ANALYTIC-SCIENTIFIC PROCEDURES EFFECTIVELY
Subobjective: C. Obtain information from appropriate and various sources.
Subobjective: D. Distinguish facts from opinions, relevant from irrelevant information, and reliable from unreliable sources.

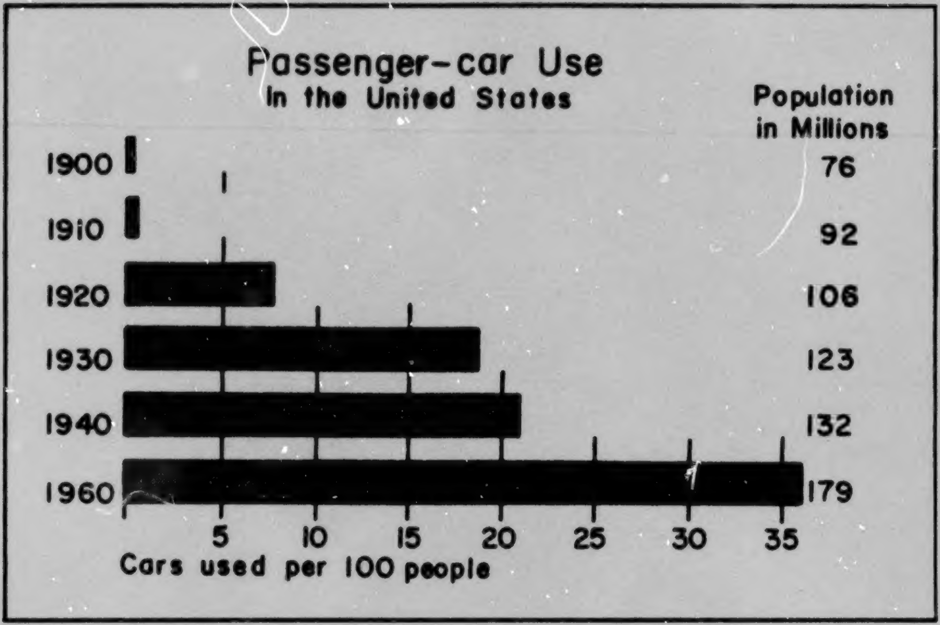
Theme: SKILLS
Subtheme: Obtaining information.

Exercise Type: Multiple Choice
Scoring Type: Machine
Administration Mode: Group
Stimulus Type: Paced Tape

Overlap:	13	17
1975-1976 Package-Exercise:	05-09	05-09
1971-1972 Package-Exercise:	06-12	01-05

Timing: (in seconds)		
Stimulus:	23	21
Response:	26	25
I Don't Know:	12	11
Exercise Total:	61	57

Look at the graph and answer the question below it.



Does this graph show that more money was spent on building and improving the roads in the United States in 1960 than in 1900?

○ Yes

● No

○ I don't know.

Exercise #: R203022
Yr.3 Rel: RSI21

NAEP #: 203022-327-23

Objective: II. USE ANALYTIC-SCIENTIFIC PROCEDURES EFFECTIVELY
Subobjective: C. Obtain information from appropriate and various sources.
Subobjective: D. Distinguish facts from opinions, relevant from irrelevant information, and reliable from unreliable sources.

Theme: SKILLS
Subtheme: Interpreting information.

Exercise Type: Multiple Choice
Scoring Type: Machine
Administration Mode: Group
Stimulus Type: Paced Tape

Overlap:	13	17
1975-1976 Package-Exercise:	10-20	11-24
1971-1972 Package-Exercise:	02-15	01-17

Timing: (in seconds)		
Stimulus:	23	21
Response:	26	28
I Don't Know:	12	12
Exercise Total:	61	61

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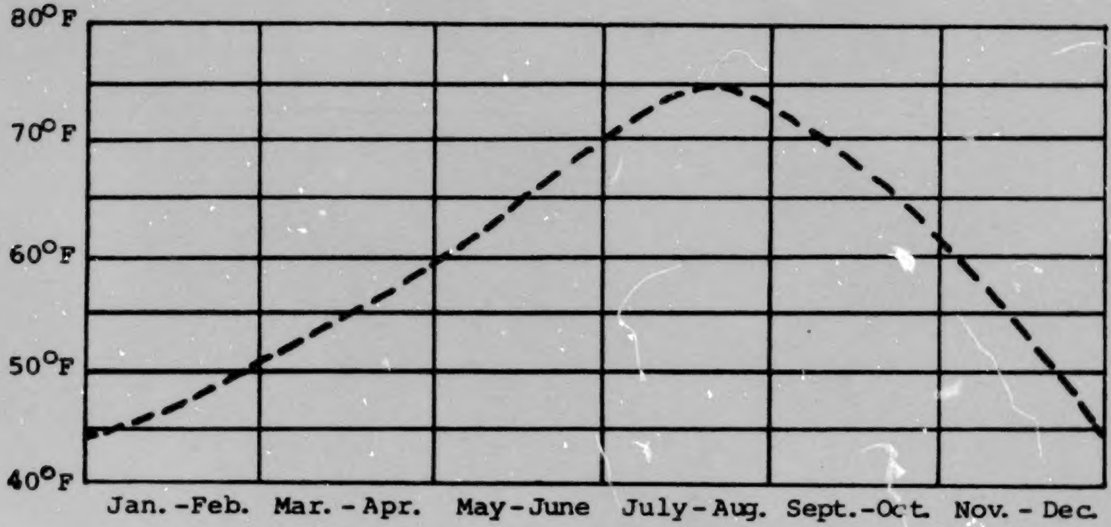
47B.

Look at the graph, then answer the question below it.



Average Monthly Temperature of Maypole, U.S.A.

What is the difference between the highest and lowest average temperatures of Maypole, U.S.A.?

- ○ 22° F
- ● 31° F
- ○ 44° F
- ○ 75° F

- ○ I don't know.

Exercise #: R203027
Yr.3 Rel: USI24

NAEP #: 203027-327-23

Objective: II. USE ANALYTIC-SCIENTIFIC PROCEDURES EFFECTIVELY
Subobjective: C. Obtain information from appropriate and various sources.
Subobjective: D. Distinguish facts from opinions, relevant from irrelevant information, and reliable from unreliable sources.

Theme: SKILLS
Subtheme: Interpreting information.

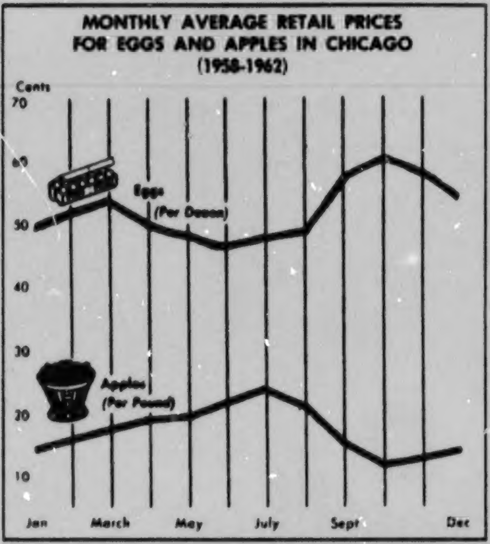
Exercise Type: Multiple Choice
Scoring Type: Machine
Administration Mode: Group
Stimulus Type: Paced Tape

Overlap:	13	17
1975-1976 Package-Exercise:	05-12	05-12
1971-1972 Package-Exercise:	03-06	06-03

Timing: (in seconds)		
Stimulus:	29	25
Response:	51	31
I Don't Know:	12	11
Exercise Total:	92	67

480.

Look at the graph, then answer the question below it.



The average retail price of apples was highest in which month?

- ○ January
- ● July
- ○ October
- ○ December

- ○ I don't know.

4B 1

Exercise #: R203029
Yr.3 Rel: RSI23

NAEP #: 203029-327-23

Objective: II. USE ANALYTIC-SCIENTIFIC PROCEDURES EFFECTIVELY
Subobjective: C. Obtain information from appropriate and various sources.

Theme: SKILLS
Subtheme: Interpreting information.

Exercise Type: Multiple Choice
Scoring Type: Machine
Administration Mode: Group
Stimulus Type: Paced Tape

Overlap:	13	17
1975-1976 Package-Exercise:	10-02	11-20
1971-1972 Package-Exercise:	01-19	02-06

Timing: (in seconds)		
Stimulus:	22	19
Response:	28	29
I Don't Know:	12	12
Exercise Total:	62	60

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Fill in the oval beside "Yes" if the book or thing listed below would probably give you information about the early settlement of your state. Fill in the oval beside "No" if it probably would not give you information. If you do not know the answer, fill in the oval beside "I don't know."

A. Would a DICTIONARY give you information about the early settlement of your state?

○ Yes
● No

○ I don't know.

B. Would an ENCYCLOPEDIA give you information about the early settlement of your state?

● Yes
○ No

○ I don't know.

C. Would MAPS OF THE UNITED STATES TODAY give you information about the early settlement of your state?

○ Yes
● No

○ I don't know.

D. Would A HISTORY OF YOUR STATE give you information about the early settlement of your state?

● Yes
○ No

○ I don't know.

Exercise #: R203030
Yr.3 Rel: RS009, US009

NAEP #: 203030-327-1

Objective: II. USE ANALYTIC-SCIENTIFIC PROCEDURES EFFECTIVELY
Subobjective: C. Obtain information from appropriate and various sources.
Subobjective: D. Distinguish facts from opinions, relevant from irrelevant information, and reliable from unreliable sources.

Theme: SKILLS
Subtheme: Obtaining information.

Exercise Type: Multiple Choice
Scoring Type: Machine
Administration Mode: Group
Stimulus Type: Paced Tape

Overlap: 9
1975-1976 Package-Exercise: 02-04
1971-1972 Package-Exercise: 01-06

Timing: (in seconds)
Introduction: 20
Part A Stimulus: 8
Response: 23
I Don't Know: 5
Total: 36
Part B Stimulus: 9
Response: 22
I Don't Know: 5
Total: 36
Part C Stimulus: 9
Response: 21
I Don't Know: 6
Total: 36
Part D Stimulus: 10
Response: 26
I Don't Know: 8
Total: 44
Exercise Total: 172

Which one of the following books would have the MOST information about the Mississippi River?

- ○ Farming in Mexico
- ○ Cities of the World
- ○ South of the Equator
- ● Waterways of the Americas

- ○ I don't know.

Exercise #: R203032
Yr.3 Rel: US012

NAEP #: 203032-327-1

Objective: II. USE ANALYTIC-SCIENTIFIC PROCEDURES EFFECTIVELY
Subobjective: C. Obtain information from appropriate and various sources.
Subobjective: D. Distinguish facts from opinions, relevant from irrelevant information, and reliable from unreliable sources.

Theme: SKILLS
Subtheme: Obtaining information.

Exercise Type: Multiple Choice
Scoring Type: Machine
Administration Mode: Group
Stimulus Type: Paced Tape

Overlap: 9
1975-1976 Package-Exercise: 02-14
1971-1972 Package-Exercise: 04-03

Timing: (in seconds)
Stimulus: 14
Response: 34
I Don't Know: 11
Exercise Total: 59

(Before reading this exercise, give respondent Handout Number 2, the Table of Contents.)

Use the Table of Contents I have given you to answer these questions.

A. On what page would you look to find out about firemen in the city?

____

(After responce OR if no response is given in THIRTY seconds, go to B.)

B. On what page would you look to find out about the way children get from the farm to school?

____

(After response OR if no response is given in THIRTY seconds, go to C.)

C. On what page would you look to find out about where to shop in the city?

____

(After response OR if no response is given in THIRTY seconds, go to D.)

D. On what page would you look to find out whether farms still have horses?

____

(Stop if no response is given in THIRTY seconds.)

TABLE OF CONTENTS

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IN THE CITY

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Five-thirty traffic 8
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ON THE FARM

Who lives on a farm? 28
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Playing in the forest 38
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Exercise #: R203036
Yr.3 Rel: RS019, US019

NAEP #: 203036-327-1

Objective: II. USE ANALYTIC-SCIENTIFIC PROCEDURES EFFECTIVELY
Subobjective: C. Obtain information from appropriate and various sources.
Subobjective: D. Distinguish facts from opinions, relevant from irrelevant information, and reliable from unreliable sources.

Theme: SKILLS
Subtheme: Obtaining information.

Exercise Type: Open Ended
Scoring Type: Semi-Professional
Administration Mode: Individual
Stimulus Type: No Paced Tape

Overlap: 9
1975-1976 Package-Exercise: 05-25
1971-1972 Package-Exercise: 05-02

Timing: (in seconds)
Part A Stimulus: *
Response: *
Total: *
Part B Stimulus: *
Response: *
Total: *
Part C Stimulus: *
Response: *
Total: *
Part D Stimulus: *
Response: *
Total: *
Exercise Total: *

*No paced tape was used for this individually administered exercise.

9-203036-327-1
PARTS A,B,C,D

SCORING GUIDE: PARTS A,B,C,D

Categories and sample responses are listed below.

PART A

0 = NO RESPONSE
1 = ACCEPTABLE RESPONSE: 17
2 = UNACCEPTABLE RESPONSES
9 = I DON'T KNOW

PART B

0 = NO RESPONSE
1 = ACCEPTABLE RESPONSE: 40
2 = UNACCEPTABLE RESPONSES
9 = I DON'T KNOW

PART C

0 = NO RESPONSE
1 = ACCEPTABLE RESPONSE: 3
2 = UNACCEPTABLE RESPONSES
9 = I DON'T KNOW

PART D

0 = NO RESPONSE
1 = ACCEPTABLE RESPONSE: 29
2 = UNACCEPTABLE RESPONSES
9 = I DON'T KNOW

49|1

Read the paragraph, then answer the question which follows it.

Virginia statesmen and military leaders have played an important part in directing the affairs of the nation since the beginning of the United States. Such famous Virginians as George Washington, Patrick Henry, Thomas Jefferson, James Madison, John Marshall, and James Monroe were among the brilliant group of Founding Fathers. The sons of Virginia also played an outstanding part in extending the boundaries of the United States. Texas was freed by Virginia-born Sam Houston and was admitted to the Union during the administration of John Tyler, also from the Old Dominion (which Virginia is often called).

Which one of the following statements is supported by the paragraph above?

● Some famous Americans have come from Virginia.

○ All men who were born in Virginia have become great leaders in our country.

○ Virginia must be our best state because so many great men have come from there.

○ Many great men used to come from Virginia, but great men do not come from Virginia any more.

○ I don't know.

Exercise #:	R204011
Yr.3 Rel:	USI14
NAEP #:	204011-327-23
Objective:	II. USE ANALYTIC-SCIENTIFIC PROCEDURES EFFECTIVELY
Subobjective:	D. Distinguish facts from opinions, relevant from irrelevant information, and reliable from unreliable sources.
Theme:	SKILLS
Subtheme:	Interpreting information.
Exercise Type:	Multiple Choice
Scoring Type:	Machine
Administration Mode:	Group
Stimulus Type:	Paced Tape

Overlap:	13	17
1975-1976 Package-Exercise:	05-06	05-06
1971-1972 Package-Exercise:	07-10	03-12
Timing: (in seconds)		
Stimulus:	73	68
Response:	9	9
I Don't Know:	11	10
Exercise Total:	93	87

Former President Lyndon B. Johnson was born in Texas. It is true that he had a big ranch. It is true that he was a teacher.

Which one of the following do these facts tell us?

○ All ranches are in Texas.
● A teacher can become President.
○ Most Presidents are born in Texas.
○ More Texans live on ranches than in cities.

○ I don't know.

Exercise #: R205004
Yr.3 Rel: USI08

NAEP #: 205004-327-1

Objective: II. USE ANALYTIC-SCIENTIFIC PROCEDURES EFFECTIVELY
Subobjective: E. Detect logical errors, unstated assumptions, and unwarranted assertions; question unsupported generalizations; are aware of the complex nature of social causation and understand that the sequence or relationship does not necessarily imply causation.

Theme: SKILLS
Subtheme: Interpreting information.

Exercise Type: Multiple Choice
Scoring Type: Machine
Administration Mode: Group
Stimulus Type: Paced Tape

Overlap: 9
1975-1976 Package-Exercise: 02-15
1971-1972 Package-Exercise: 01-18

Timing: (in seconds)
Stimulus: 27
Response: 23
I Don't Know: 11
Exercise Total: 61

Read the following statement made by Mr. Jones, then answer the question which follows it.

> "Political bosses manage to keep control of city governments because many voters do not carry out their responsibility to vote on election days."

Although Mr. Jones does not say so, which one of the following does he suggest?

- ○ Citizens who vote dislike political bosses.
- ○ It is impossible to get rid of political bosses.
- ○ Political bosses are a necessary part of city government.
- ● If all citizens voted there would be fewer political bosses.

- ○ I don't know.

Exercise #: P205007
Yr.3 Rel: USI12

NAEP #: 205007-327-23

Objective: II. USE ANALYTIC-SCIENTIFIC PROCEDURES EFFECTIVELY
Subobjective: E. Detect logical errors, unstated assumptions, and unwarranted assertions; question unsupported generalizations; are aware of the complex nature of social causation and understand that the sequence or relationship does not necessarily imply causation.

Theme: SKILLS
Subtheme: Interpreting information.

Exercise Type: Multiple Choice
Scoring Type: Machine
Administration Mode: Group
Stimulus Type: Paced Tape

Overlap:	13	17
1975-1976 Package-Exercise:	06-18	11-18
1971-1972 Package-Exercise:	04-09	08-03

Timing: (in seconds)		
Stimulus:	38	37
Response:	12	14
I Don't Know:	12	11
Exercise Total:	62	62

Read the two statements below, then answer the question which follows them.

1. Freedom of speech is necessary to a democracy.
2. There was no freedom of speech in Nazi Germany.

Which one of the following statements is a logical conclusion to the two statements above?

○ Hitler made very few speeches.

● Nazi Germany was not a democracy.

○ There were no democrats in Nazi Germany.

○ Countries which opposed Nazi Germany had freedom of speech.

○ I don't know.

Exercise #: P205010
Yr.3 Pel: PSI11

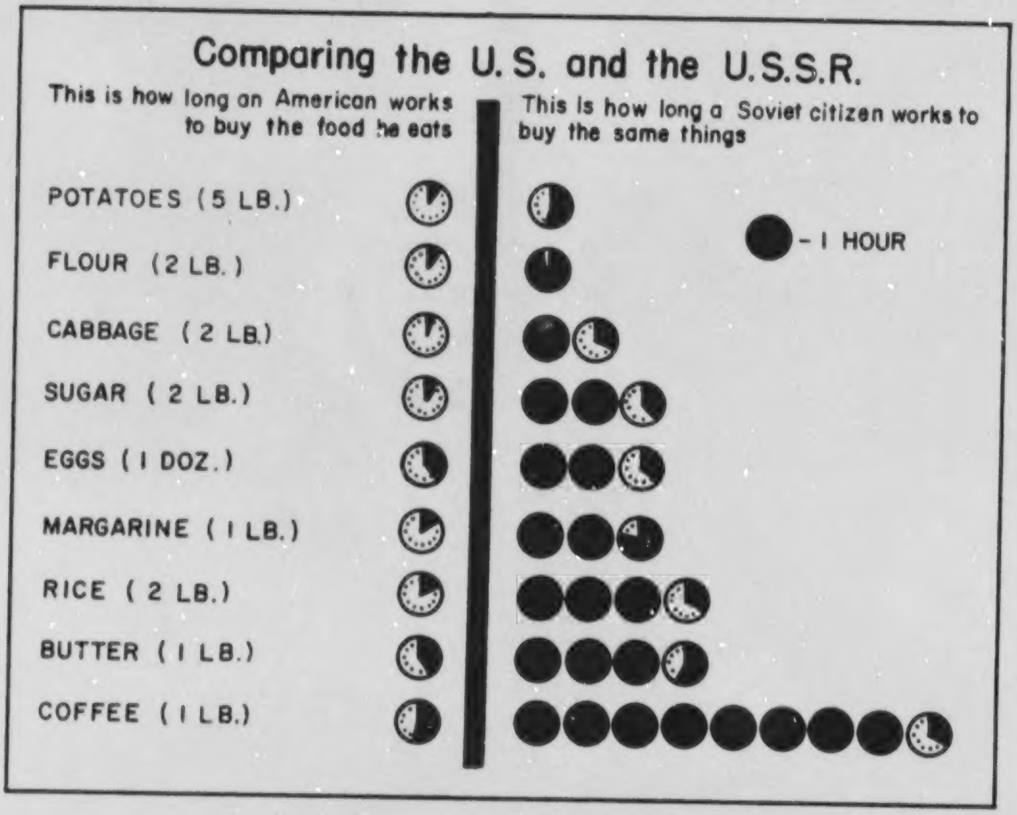
NAEP #: 205010-327-23

Objective: II. USE ANALYTIC-SCIENTIFIC PROCEDURES EFFECTIVELY
Subobjective: E. Detect logical errors, unstated assumptions, and unwarranted assertions; question unsupported generalizations; are aware of the complex nature of social causation and understand that the sequence or relationship does not necessarily imply causation.

Theme: SKILLS
Subtheme: Interpreting information.

Exercise Type: Multiple Choice
Scoring Type: Machine
Administration Mode: Group
Stimulus Type: Paced Tape

Overlap:	13	17
1975-1976 Package-Exercise:	10-07	11-22
1971-1972 Package-Exercise:	07-04	04-10
Timing: (in seconds)		
Stimulus:	35	33
Response:	29	26
I Don't Know:	13	13
Exercise Total:	77	72



According to the graph above, which one of the following statements is TRUE?

○ Russians eat more cabbage than Americans.

○ Russians work more hours per day than Americans.

○ More coffee is grown in Russia than in the United States.

● Russians work approximately 6 times longer to buy a dozen eggs than Americans work.

○ I don't know.

500.

Exercise #: R205012
Yr.3 Rel: RSI25

NAEP #: 205012-327-2

Objective: II. USE ANALYTIC-SCIENTIFIC PROCEDURES EFFECTIVELY
Subobjective: F. Detect logical errors, unstated assumptions, and unwarranted assertions; question unsupported generalizations; are aware of the complex nature of social causation and understand that the sequence or relationship does not necessarily imply causation.
Subobjective: C. Obtain information from appropriate and various sources.

Theme: SKILLS
Subtheme: Interpreting information.

Exercise Type: Multiple Choice
Scoring Type: Machine
Administration Mode: Group
Stimulus Type: Paced Tape

Overlap: 13
1975-1976 Package-Exercise: 10-14
1971-1972 Package-Exercise: 04-13

Timing: (in seconds)
Stimulus: 25
Response: 53
I Don't Know: 12
Exercise Total: 90

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501

These are some things we know about the United States.

Texas is a LARGE state.

Colorado and Kansas are MEDIUM-SIZED states.

Massachusetts is a SMALL state.

Using the above information, decide if the following sentence is "True" or "Not true."

Colorado is smaller than Massachusetts.

○ True

● Not true

○ I don't know.

Exercise #: P205017
Yr.3 Rel: USTOE

NAEP #: 205017-327-1

Objective: II. USE ANALYTIC-SCIENTIFIC PROCEDURES EFFECTIVELY
Subobjective: E. Detect logical errors, unstated assumptions, and unwarranted assertions; question unsupported generalizations; are aware of the complex nature of social causation and understand that the sequence or relationship does not necessarily imply causation.

Theme: SKILLS
Subtheme: Interpreting information.

Exercise Type: Multiple Choice
Scoring Type: Machine
Administration Mode: Group
Stimulus Type: Paced Tape

Overlap:	9
1975-1976 Package-Exercise:	02-08
1971-1972 Package-Exercise:	02-06

Timing: (in seconds)

Stimulus:	28
Response:	19
I Don't Know:	11
Exercise Total:	58

Look at the picture and quotation on the opposite page. What do you think the picture is meant to show?

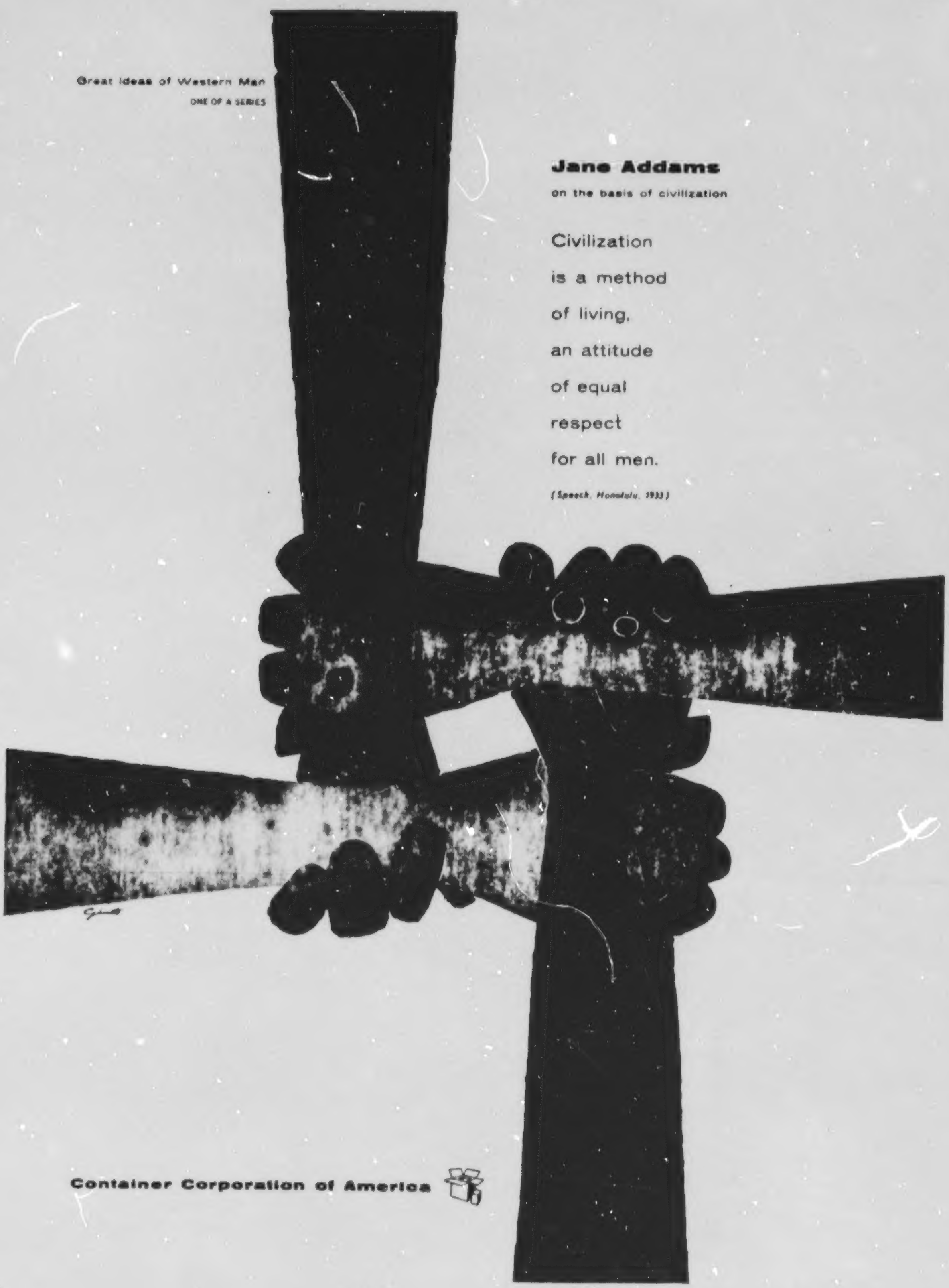
504

Great Ideas of Western Man
ONE OF A SERIES

Jane Addams
on the basis of civilization

Civilization
is a method
of living,
an attitude
of equal
respect
for all men.

(Speech, Honolulu, 1933)



Container Corporation of America

Exercise #: P302003
Yr.3 Rel: USI29

NAEP #: 302003-327-123

Objective: III. ARE SENSITIVE TO CREATIVE-INTUITIVE METHODS OF EXPLAINING THE HUMAN CONDITION
Subobjective: B. Obtain insight into human affairs from history and philosophy, and from fiction and other forms of art.

Theme: SKILLS
Subtheme: Interpreting information.

Exercise Type:		Open Ended
Scoring Type:		Semi-Professional
Administration Mode:	9	Individual
	13	Group
	17	Group
Stimulus Type:	9	No Paced Tape
	13	Paced Tape
	17	Paced Tape

Overlap:	9	13	17
1975-1976 Package-Exercise:	05-28	05-03	05-03
1971-1972 Package-Exercise:	06-13	04-20	08-18

Timing: (in seconds)			
Stimulus:	*	7	6
Response:	*	142	81
Exercise Total:	*	149	87

*No paced tape was used for this individually administered exercise.

SCORING GUIDE

Categories and sample responses are listed below.

00 = NO RESPONSE

10 = OTHER ACCEPTABLE RESPONSES

Age 9
Yr. 07 How people get together.
You shouldn't be prejudiced.
Yr. 03 No samples
Ages 13 & 17
Yr. 07 All people should have freedom.
It shows that people should not be prejedice agest ever body.
That people should be kind and consider other people.
They are not predigist.
That there should not be any prejudice among people.
That people depend on people in everything that they do. People need people.
Everybody created equal we shouldn't be prejudice.
In order to live in a civilized manner such things as prejudice should be eliminated.
Yr. 03 You can't live without other people.
That you should rely on other people, and not always yourself.

11 = BROTHERHOOD OF MANKIND--CONCEPT OF UNITY--TOGETHERNESS REGARDLESS OF COLOR OR RACE

Age 9
Yr. 07 We are all one family walking hand in hand.
That everybody is the same and everybody should work together.
Peace with everybody even if they're different colors.
Let men join together and have peace.
Yr. 03 That we should always care for people who are different colors. One of my best friends is black. I like red people because I have Indian blood in me. If people from Japan spoke my language, I'd try to understand them. It shows great citizenship.
You should love all people no matter what the color of skin.
Don't be mean to anybody always cooperate with them.
People of different colors can always get along.

Categories and sample responses are listed below.

11 = (CONTINUED)

Ages 13 & 17

Yr. 07 Peace and freedom for all races.

All people no matter what color should unite themselves with each other.

That people should live and work together and share what little or how much they have to give. And to respect your fellow man.

People should share their lives with one another and talk.

The unity of all races of the world. Also men working together to get things done. The knocking down the barrier of racial prejudice.

It is meant to show that people of different colors and races should join together and help each other.

Man helping man. It doesn't matter what color he is.

Brotherly love of all races, etc. bond, unite as 1, together we stand and united we fall.

That different races should try to unite. To become friends and work out problems together. To respect each others ideas.

Unity and brotherhood of races.

Yr. 03 It shows that it really doesn't matter what color your skin is to be liked or disliked. It shows togetherness with different races and not caring what color the other persons skin is.

We should be united together know matter what color.

It means to show brotherhood to all people and races and to have respect for everyone. And everyone is equal. Love one another.

The picture shows that all men, all colors, and races are dependent and related to each other in such a way that they need each other to form the ring of hands or society and civilization.

The brotherhood of all races and the equality of all men. It also means that everyone needs each others cooperation to be able to exist.

It means that all man are equal, and all men have to work together to build up a civilization that can do things together to accomplish something.

Categories and sample responses are listed below.

12 = FRIENDSHIP AMONG RACES OR AMONG MEN

Age 9
Yr. 07 No matter what race you are. You be friends and work together.
Friends of different countries.
To be friends with all other kinds of people.
Friendship between nations.
Yr. 03 Friendship with any kind or color. By doing that in other kinds of country they show friendship.
Peace. Its nice to be friends with other people who aren't the same color as you.
Friends of different countries.
Ages 13 & 17
Yr. 07 Friendship between all countries.
That all people no matter what color should be friends.
That people are created equal and should be friends. People should not fight.
The picture is ment to show that all races and colors should be friends.
That everyone should stick together and be friends. And that there should be no prejudist.
That all men are equal and all men can learn to be friends no matter what color they are.
Yr. 03 That of friendship comes in all colors, types and sizes. And that everyone is created equal and has the right to be respected of his freedom. And that everyone is friendly sometime.
The different races of people on the earth and their friendship.
That it does not make a difference what race you are to have friends, or to know people. Plus it don't make a difference who you do and do not talk to. Love, friendship.
That all men are friends in God's sight and they are together from Chinese, Indians, Negroes, and Americans all together.

13 = RESPECT AND EQUAL TREATMENT FOR ALL RACES OR ALL MEN

Age 9
Yr. 07 That all men in the world have their own rights.
Respect for all men.
To respect other people.
Yr. 03 No samples

Categories and sample responses are listed below.

13 = (CONTINUED)

Ages 13 & 17
Yr. 07 That we should treat all people alike even if thier black red, yellow, white any color.
That everybody should have love, and try to be respected. For all people are treated just the same as the other, no matter what color they are.
The picture is presenting an idea, which says all men should be treated equal.
That all men, no matter what colors can be equal, free and have respect for one another.
We should all treat each other as equals regardless of national background, religion, or sex.
That all men have to respect each other equally, before a living culture can be called civilized.
Yr. 03 It doesn't matter what color a person really is as long as he is a person, and should be respected as all men.
Respect for all men.
The picture shows having respect and a welcoming friendship for all people.
No matter what color your skin you are equal and should have equal respect.
That no matter what color or race you are you should still have respect and show respect of your fellowman. Skin color has nothing to do with whats inside.

14 = EQUALITY OF RACES

Age 9
Yr. 07 All men are equal.
Equality of men.
All people are created equally.
Yr. 03 All people are just as same as you whether they live in a different region or not.
Other people are different colors but they are still people and are the same.

Categories and sample responses are listed below.

14 = (CONTINUED)

Ages 13 & 17
Yr. 07 That all people are equal.
We are all equal and no one is different.
It's to show that people of all Race creed and color are equal.
It shows that all men are created equal.
That everyone is equal no matter what color of skin he or she may have.
Yr. 03 Equality among men and that all men are created equal.
That all men are created equal.
That no matter what your race, color, cread, and religion all people are created equal.
That all men are created equal it doesn't matter about there color.

15 = FRIENDSHIP; BROTHERHOOD; LOVE; PEACE

Age 9
Yr. 07 Hands, respect, friendship.
Friendship and different people.
Peace and kindness.
Brotherhood.
Love and peace.
Yr. 03 Brotherhood.
Hands and friendship.
It means that they're friends - that they all like each other. That's all I can think of.
Friends holding arms.
The people like each other. Friends.
Peace.
Ages 13 & 17
Yr. 07 Peace brotherhood, and all men are created equal.
Love, sharing, helping each other.
It is meant to show love or friendship.
Brotherhood.
Friendship and togetherness.
Yr. 03 Peace and friendship.
A lot of good friendship.
Friendship.
I think it is meant to show brotherhood and friendship.
Friendship and respect.

Categories and sample responses are listed below.

20 = VAGUE, NONSENSICAL, AND OTHER UNACCEPTABLE RESPONSES; COPYING ENTIRE QUOTE, ONLY DESCRIBES PICTURE

Age 9
Yr. 07 Be safe.
A square.
All kinds of people live in this country.
Somebody is leaving; they are friends of the person who is leaving and they are hand shaking goodbye.
A fight.
Hands.
Yr. 03 Hands are fighting to get respect from men and women.
People got different colored arms. Show us how arms are made.
A square bos.
Two T's.
It's meant to show a bunch of hands. Like they're going to play strings or something.
People holding each others arms so they can't hit each other.
Ages 13 & 17
Yr. 07 There are different colored people.
They meant to show signals for cars.
Civilization has brought us up to where we are now in our civilization.
Countries meeting each other.
Trying to congratulate each other. Trying to be friendly and to respect for all men.
Inter locking hands of an indan man aBlack man and a whight man.
Yr. 03 Going arming.
A police crime.
Great ideas of Western Men one of a series.
There are four hands and they have there hands across each other. The sign that they are doing I think is a peace sign.
Four different color of people shaking hands.

39 = I DON'T KNOW

5 | 2

Read the following statements made by four speakers. You will be asked to tell which speaker bases his opinion on facts rather than on his personal feelings.

Speaker I:	I think Hunter lost the election because members of his own political party failed to support him. I heard from Walters that the Crash Party decided at a secret meeting not to work for Hunter but to support his opponent, Pallor.
Speaker II:	I don't think so. Hunter's campaign manager told me that Pallor's workers were buying votes. They were offering the people two dollars each if they would vote for Pallor. That's why Hunter lost.
Speaker III:	I disagree with both of you. According to a poll taken after the election, 84 percent of the people questioned said they voted for Pallor because he promised to lower taxes. Hunter lost the election largely because of this issue.
Speaker IV:	It is perfectly obvious that Hunter lost because of his religion. I've heard people all over town whispering that they would never vote for a member of that religion.

Which speaker bases his opinion more on facts than on his personal feelings?

○ Speaker I

○ Speaker II

● Speaker III

○ Speaker IV

○ I don't know.

Exercise #: P304006
Yr.3 Rel: RSI 13

NAEP #: 304006-327-23

Objective: III. ARE SENSITIVE TO CREATIVE-INTUITIVE METHODS OF EXPLAINING THE HUMAN CONDITION
Subobjective: D. Distinguish personalized explanations of human affairs from scientific-objective explanations.
Objective: II. USE ANALYTIC-SCIENTIFIC PROCEDURES EFFECTIVELY
Subobjective: D. Distinguish facts from opinions, relevant from irrelevant information, and reliable from unreliable sources.

Theme: SKILLS
Subtheme: Interpreting information.

Exercise Type: Multiple Choice
Scoring Type: Machine
Administration Mode: Group
Stimulus Type: Paced Tape

Overlap:	13	17
1975-1976 Package-Exercise:	06-10	06-03
1971-1972 Package-Exercise:	07-15	02-10

Timing: (in seconds)		
Stimulus:	79	75
Response:	29	27
I Don't Know:	12	13
Exercise Total:	120	115

Which one of the following is MOST interested in studying government organizations, powers, and functions?

○ An economist

○ A geographer

○ An historian

● A political scientist

○ I don't know.

Exercise #: P401004
Yr.3 Rel: PKP04

NAEP #: 401004-327-23

Objective: IV. HAVE KNOWLEDGE RELEVANT TO THE MAJOR IDEAS AND CONCERNS OF SOCIAL SCIENTISTS

Subobjective: A. Understand some of the distinctive modes of inquiry (questions and approaches) of social scientists.

Theme: KNOWLEDGE

Exercise Type: Multiple Choice
Scoring Type: Machine
Administration Mode: Group
Stimulus Type: Paced Tape

Overlap:	13	17
1975-1976 Package-Exercise:	10-15	11-23
1971-1972 Package-Exercise:	02-13	09-04
Timing: (in seconds)		
Stimulus:	14	12
Response:	23	24
I Don't Know:	12	12
Exercise Total:	49	48

5 1 6.

In a society with a caste system, which one of the following determines an individual's social level?

○ The individual's age
○ The individual's education
● The individual's family
○ The individual's income

○ I don't know.

Exercise #: P402012
Yr.3 Rel: UKG16

NAEP #: 402012-327-3

Objective: IV. HAVE KNOWLEDGE RELEVANT TO THE MAJOR IDEAS AND CONCERNS OF SOCIAL SCIENTISTS
Subobjective: B. Understand some of the major relationships involving culture, the group, and the self.

Theme: KNOWLEDGE

Exercise Type: Multiple Choice
Scoring Type: Machine
Administration Mode: Group
Stimulus Type: Paced Tape

Overlap:	17
1975-1976 Package-Exercise:	11-08
1971-1972 Package-Exercise:	01-16

Timing: (in seconds)

Stimulus:	15
Response:	5
I Don't Know:	11
Exercise Total:	31

51B.

The following statements describe various economic conditions. For each statement fill in the oval which BEST describes where the stated condition exists. The answer may be the United States only or Russia only or BOTH the United States and Russia.

A. The country is rich in natural resources.

○ United States only
○ Russia only
● Both the United States and Russia

○ I don't know.

B. The overproduction of food has at times been a serious problem.

● United States only
○ Russia only
○ Both the United States and Russia

○ I don't know.

C. Trade unions take an active part in the social and political life of the country.

○ United States only
○ Russia only
● Both the United States and Russia

○ I don't know.

D. The organization of industry is based on government ownership and control.

○ United States only
● Russia only
○ Both the United States and Russia

○ I don't know.

Exercise #: R403001
Yr.3 Rel: RKE15, UKE15

NAEP #: 403001-327-23

Objective: IV. HAVE KNOWLEDGE RELEVANT TO THE MAJOR IDEAS AND CONCERNS OF SOCIAL SCIENTISTS
Subobjective: C. Understand some of the major characteristics of economic systems, especially the American economic system.

Theme: KNOWLEDGE
Subtheme: Economics.

Exercise Type: Multiple Choice
Scoring Type: Machine
Administration Mode: Group
Stimulus Type: Paced Tape

Overlap:	13	17
1975-1976 Package-Exercise:	06-03	06-20
1971-1972 Package-Exercise:	03-15	03-10

Timing: (in seconds)			
Introduction:		16	16
Part A	Stimulus:	9	9
	Response:	21	21
	I Don't Know:	8	10
	Total:	38	40
Part B	Stimulus:	11	10
	Response:	20	20
	I Don't Know:	5	6
	Total:	36	36
Part C	Stimulus:	10	10
	Response:	21	20
	I Don't Know:	5	6
	Total:	36	36
Part D	Stimulus:	12	10
	Response:	21	20
	I Don't Know:	7	9
	Total:	40	39
Exercise Total:		166	167

Additional objectives and themes for parts of this exercise are: Part A - IV-D and KG, Part B - IV-C and KH, Part C - IV-BF and KP, Part D - IV-F and KP.

The European Common Market was formed for which one of the following purposes?

○ To unite the former colonies of Great Britain
○ To strengthen the economies of underdeveloped countries
○ To keep peace in Europe by establishing a common armed force
● To establish a pattern for the freer flow of resources among its membership

○ I don't know.

Exercise #: P403011
Yr.3 Rel: RKE14

NAEP #: 403011-327-23

Objective: IV. HAVE KNOWLEDGE RELEVANT TO THE MAJOR IDEAS AND CONCERNS OF SOCIAL SCIENTISTS
Subobjective: C. Understand some of the major characteristics of economic systems, especially the American economic system.

Theme: KNOWLEDGE
Subtheme: Economics.
Subtheme: History.
Subtheme: Political Science
Theme: SKILLS
Subtheme: Interpreting Information

Exercise Type: Multiple Choice
Scoring Type: Machine
Administration Mode: Group
Stimulus Type: Paced Tape

Overlap:	13	17
1975-1976 Package-Exercise:	10-11	11-25
1971-1972 Package-Exercise:	06-04	07-15

Timing: (in seconds)		
Stimulus:	21	20
Response:	11	11
I Don't Know:	11	11
Exercise Total:	43	42

Which one of the sentences tells HOW a man who owns a shoe store expects to make money?

○ He gets the shoes free from the factory.

○ He has his store close to the shoe factory.

● He makes or buys the shoes for LESS than he sells them.

○ He makes or buys the shoes for MORE than he sells them.

○ I don't know.

Exercise #: P403013
Yr.3 Rel: UKE03

NAEP #: 403013-327-1

Objective: IV. HAVE KNOWLEDGE RELEVANT TO THE MAJOR IDEAS AND CONCERNS OF SOCIAL SCIENTISTS
Subobjective: C. Understand some of the major characteristics of economic systems, especially the American economic system.

Theme: KNOWLEDGE
Subtheme: Economics.
Theme: SKILLS
Subtheme: Interpreting information.

Exercise Type:	Multiple Choice
Scoring Type:	Machine
Administration Mode:	Group
Stimulus Type:	Paced Tape

Overlap:	9
1975-1976 Package-Exercise:	02-13
1971-1972 Package-Exercise:	02-20

Timing: (in seconds)

Stimulus:	23
Response:	24
I Don't Know:	11
Exercise Total:	58

A worker who earns $5,000 a year and has three children would probably spend the largest share of his income on which one of the following?

○ Clothing
○ Entertainment
● Food
○ Transportation

○ I don't know.

Exercise #: R403026
Yr.3 Rel: UKE08

NAEP #: 403026-327-23

Objective: IV. HAVE KNOWLEDGE RELEVANT TO THE MAJOR IDEAS AND CONCERNS OF SOCIAL SCIENTISTS
Subobjective: C. Understand some of the major characteristics of economic systems, especially the American economic system.

Theme: KNOWLEDGE
Subtheme: Economics.

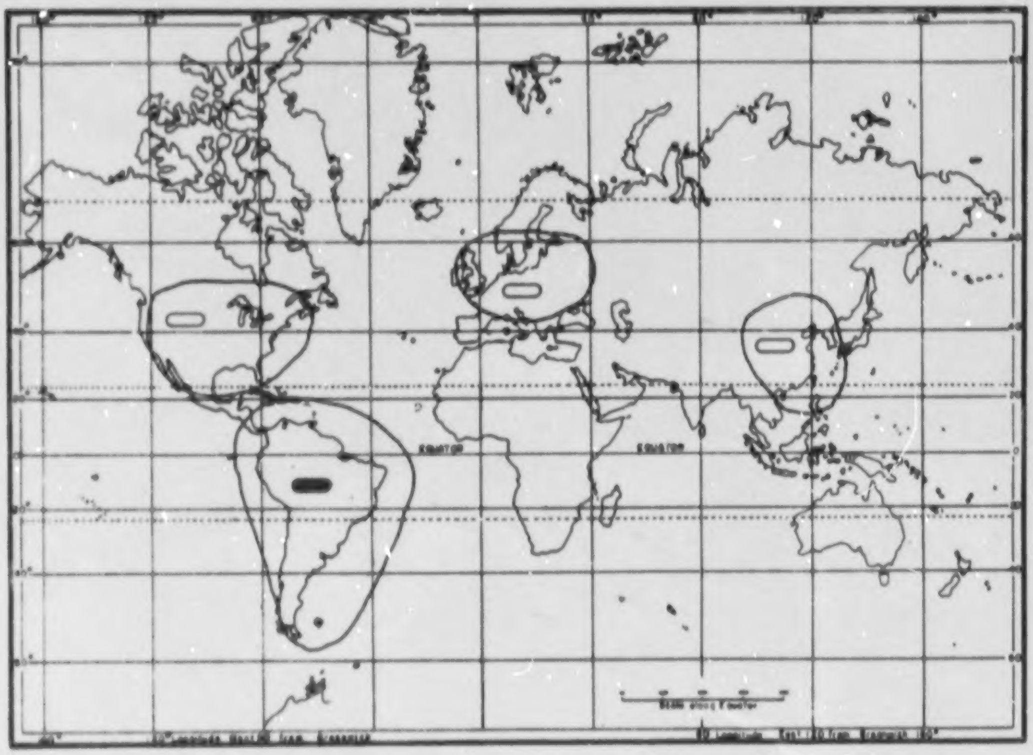
Exercise Type: Multiple Choice
Scoring Type: Machine
Administration Mode: Group
Stimulus Type: Paced Tape

Overlap:	13	17
1975-1976 Package-Exercise:	06-16	06-01
1971-1972 Package-Exercise:	02-10	04-13

Timing: (in seconds)		
Stimulus:	14	13
Response:	21	22
I Don't Know:	11	11
Exercise Total:	46	46

52|7

On the map below, four areas of the world are outlined in red. Each outlined area contains a small red oval. Fill in the oval inside the area where Spanish is the most commonly spoken language.



○ I don't know.

Exercise #: P404003
Yr.3 Rel: UKG13

NAEP #: 404003-327-23

Objective: IV. HAVE KNOWLEDGE RELEVANT TO THE MAJOR IDEAS AND CONCERNS OF SOCIAL SCIENTISTS
Subobjective: D. Understand some of the major characteristics of the geographic (spatial) distribution of man and his activities, and of man's interaction with the physical environment.

Theme: KNOWLEDGE
Subtheme: Geography.
Theme: SKILLS
Subtheme: Obtaining information.

Exercise Type: Multiple Choice
Scoring Type: Machine
Administration Mode: Group
Stimulus Type: Paced Tape

Overlap:	13	17
1975-1976 Package-Exercise:	06-11	11-12
1971-1972 Package-Exercise:	03-04	03-03
Timing: (in seconds)		
Stimulus:	15	14
Response:	32	34
I Don't Know:	12	11
Exercise Total:	59	59

Ali lives in the hot, dry desert. His mother and father raise camels. They live in a tent. They move from place to place to find water for their camels.

Which one of the following sentences BEST tells why Ali lives in a tent?

○ Ali's family likes camping.
○ A tent keeps the animals out.
● A tent is easy to pick up and move.
○ A tent is more comfortable than a hut.

○ I don't know.

Exercise #: P404013
Yr.3 Rel: UKG11

NAEP #: 404013-327-1

Objective: IV. HAVE KNOWLEDGE RELEVANT TO THE MAJOR IDEAS AND CONCERNS OF SOCIAL SCIENTISTS

Subobjective: D. Understand some of the major characteristics of the geographic (spatial) distribution of man and his activities, and of man's interaction with the physical environment.

Theme: KNOWLEDGE
Subtheme: Geography.

Exercise Type: Multiple Choice
Scoring Type: Machine
Administration Mode: Group
Stimulus Type: Paced Tape

Overlap: 9
1975-1976 Package-Exercise: 02-17
1971-1972 Package-Exercise: 01-24

Timing: (in seconds)
Stimulus: 30
Response: 19
I Don't Know: 11
Exercise Total: 60

Which one of the following usually happens to the temperature of the air as land rises higher and higher above the level of the sea?

○ The temperature goes up.
● The temperature goes down.
○ The temperature stays the same.
○ The temperature changes irregularly.

○ I don't know.

Exercise #: R404015
Yr.3 Rel: UKG12

NAEP #: 404015-327-2

Objective: IV. HAVE KNOWLEDGE RELEVANT TO THE MAJOR IDEAS AND CONCERNS OF SOCIAL SCIENTISTS
Subobjective: D. Understand some of the major characteristics of the geographic (spatial) distribution of man and his activities, and of man's interaction with the physical environment.

Theme: KNOWLEDGE
Subtheme: Geography.

Exercise Type: Multiple Choice
Scoring Type: Machine
Administration Mode: Group
Stimulus Type: Paced Tape

Overlap: 13
1975-1976 Package-Exercise: 06-28
1971-1972 Package-Exercise: 06-16

Timing: (in seconds)
Stimulus: 18
Response: 29
I Don't Know: 12
Exercise Total: 59

Fill in the oval beside the word "Yes" for each river listed if it is in the United States. Fill in the oval beside the word "No" if the river is NOT in the United States. If you do not know the answer, fill in the oval beside "I don't know." An example is done for you.

Example:

Is the Nile River located in the United States?

○ Yes

● No

○ I don't know.

You would fill in the oval beside "No" as is shown, because the Nile River is not in the United States. Now you do A through E in the same way.

A. Is the Amazon River located in the United States?

○ Yes

● No

○ I don't know.

B. Is the Mississippi River located in the United States?

● Yes
○ No

○ I don't know.

C. Is the Missouri River located in the United States?

● Yes
○ No

○ I don't know.

D. Is the Ohio River located in the United States?

● Yes
○ No

○ I don't know.

E. Is the Rhine River located in the United States?

○ Yes
● No

○ I don't know.

Exercise #: R404018
Yr.3 Rel: RKG02, UKG02

NAEP #: 404018-327-1

Objective: IV. HAVE KNOWLEDGE RELEVANT TO THE MAJOR IDEAS AND CONCERNS OF SOCIAL SCIENTISTS
Subobjective: D. Understand some of the major characteristics of the geographic (spatial) distribution of man and his activities, and of man's interaction with the physical environment.

Theme: KNOWLEDGE
Subtheme: Geography.

Exercise Type: Multiple Choice
Scoring Type: Machine
Administration Mode: Group
Stimulus Type: Paced Tape

Overlap: 9
1975-1976 Package-Exercise: 02-07
1971-1972 Package-Exercise: 02-02

Timing: (in seconds)
Introduction: 43
Part A Stimulus: 7
Response: 16
I Don't Know: 5
Total: 28
Part B Stimulus: 6
Response: 13
I Don't Know: 5
Total: 24
Part C Stimulus: 8
Response: 16
I Don't Know: 5
Total: 29
Part D Stimulus: 7
Response: 15
I Don't Know: 5
Total: 27
Part E Stimulus: 7
Response: 14
I Don't Know: 7
Total: 28
Exercise Total: 179

Which one of the following states is in the southern part of the United States?

○ Connecticut

○ Idaho

○ Minnesota

● Mississippi

○ Ohio

○ I don't know.

Exercise #: P404027
Yr.3 Rel: UKG06

NAEP #: 404027-327-1

Objective: IV. HAVE KNOWLEDGE RELEVANT TO THE MAJOR IDEAS AND CONCERNS OF SOCIAL SCIENTISTS

Subobjective: D. Understand some of the major characteristics of the geographic (spatial) distribution of man and his activities, and of man's interaction with the physical environment.

Theme: KNOWLEDGE
Subtheme: Geography.

Exercise Type: Multiple Choice
Scoring Type: Machine
Administration Mode: Group
Stimulus Type: Paced Tape

Overlap: 9
1975-1976 Package-Exercise: 02-05
1971-1972 Package-Exercise: 04-01

Timing: (in seconds)
Stimulus: 12
Response: 36
I Don't Know: 11
Exercise Total: 59

538..

The table below gives the latitude and longitude of five places which are assumed to be at the same altitude. Use the information given in the table to answer the question below it.

Place	Latitude	Longitude
A	2° N	65° W
B	46° S	171° E
C	42° N	83° W
D	48° N	14° E
E	30° S	31° E

Which one of the five places probably has the WARMEST climate?

● A
○ B
○ C
○ D
○ E

○ I don't know.

Exercise #: R404029
Yr.3 Rel: RKG09

NAEP #: 404029-327-23

Objective: IV. HAVE KNOWLEDGE RELEVANT TO THE MAJOR IDEAS AND CONCERNS OF SOCIAL SCIENTISTS

Subobjective: D. Understand some of the major characteristics of the geographic (spatial) distribution of man and his activities, and of man's interaction with the physical environment.

Theme: KNOWLEDGE
Subtheme: Geography.
Theme: SKILLS
Subtheme: Obtaining information.

Exercise Type: Multiple Choice
Scoring Type: Machine
Administration Mode: Group
Stimulus Type: Paced Tape

Overlap:	13	17
1975-1976 Package-Exercise:	06-05	06-07
1971-1972 Package-Exercise:	07-08	02-12

Timing: (in seconds)		
Stimulus:	27	27
Response:	53	43
I Don't Know:	10	11
Exercise Total:	90	81

540.

When Columbus sailed across the Atlantic, would he have been able to do the following things at about that time in history?

A. Would he have been able to fire a gun?

● Yes
○ No

○ I don't know.

B. Would he have been able to listen to a radio?

○ Yes
● No

○ I don't know.

C. Would he have been able to read a printed book?

● Yes
○ No

○ I don't know.

D. Would he have been able to travel fifty miles an hour?

○ Yes

● No

○ I don't know.

Exercise #: R405005
Yr.3 Rel: RKH14, UKH14

NAEP #: 405005-327-123

Objective: IV. HAVE KNOWLEDGE RELEVANT TO THE MAJOR IDEAS AND CONCERNS OF SOCIAL SCIENTISTS
Subobjective: E. Understand some of the major historical developments.

Theme: KNOWLEDGE
Subtheme: History.

Exercise Type: Multiple Choice
Scoring Type: Machine
Administration Mode: Group
Stimulus Type: Paced Tape

Overlap:		9	13	17
1975-1976 Package-Exercise:		02-03	05-17	05-17
1971-1972 Package-Exercise:		02-10	03-10	08-14
Timing: (in seconds)				
Introduction:		7	7	6
Part A	Stimulus:	6	5	6
	Response:	30	16	17
	I Don't Know:	8	8	9
	Total:	44	29	32
Part B	Stimulus:	7	6	5
	Response:	30	16	17
	I Don't Know:	5	4	5
	Total:	42	26	27
Part C	Stimulus:	7	7	6
	Response:	30	16	16
	I Don't Know:	4	4	5
	Total:	41	27	27
Part D	Stimulus:	6	5	5
	Response:	31	15	15
	I Don't Know:	6	7	8
	Total:	43	27	28
Exercise Total:		177	116	120

Which one of the following countries has had the MOST influence on the way of life in the United States?

● England

○ France

○ Germany

○ Italy

○ Spain

○ I don't know.

Exercise #: P405006
Yr.3 Rel: PKH01

NAEP #: 405006-327-123

Objective: IV. HAVE KNOWLEDGE RELEVANT TO THE MAJOR IDEAS AND CONCERNS OF SOCIAL SCIENTISTS
Subobjective: E. Understand some of the major historical developments.

Theme: KNOWLEDGE
Subtheme: History.

Exercise Type: Multiple Choice
Scoring Type: Machine
Administration Mode: Group
Stimulus Type: Paced Tape

Overlap:	9	13	17
1975-1976 Package-Exercise:	02-09	10-01	11-21
1971-1972 Package-Exercise:	01-12	04-15	07-17

Timing: (in seconds)			
Stimulus:	13	12	10
Response:	36	10	8
I Don't Know:	11	11	11
Exercise Total:	60	33	29

Which of the following things happen when a country becomes highly industrialized?

A. There is greater dependence of people on one another.

● Yes
○ No

○ I don't know.

B. There is greater emphasis on individual craftsmanship.

○ Yes
● No

○ I don't know.

C. There is a movement of people from rural to urban parts of the country.

● Yes
○ No

○ I don't know.

D. There is increased importance of local laws as compared to national laws.

○ Yes

● No

○ I don't know.

Exercise #: R405010
Yr.3 Rel: RKE09, UKE09

NAEP #: 405010-327-23

Objective: IV. HAVE KNOWLEDGE RELEVANT TO THE MAJOR IDEAS AND CONCERNS OF SOCIAL SCIENTISTS
Subobjective: E. Understand some of the major historical developments.

Theme: KNOWLEDGE
Subtheme: Economics.

Exercise Type: Multiple Choice
Scoring Type: Machine
Administration Mode: Group
Stimulus Type: Paced Tape

Overlap:	13	17
1975-1976 Package-Exercise:	05-20	05-20
1971-1972 Package-Exercise:	02-02	04-11
Timing: (in seconds)		
Introduction:	4	4
Part A Stimulus:	7	6
Response:	12	12
I Don't Know:	10	9
Total:	29	27
Part B Stimulus:	7	6
Response:	14	13
I Don't Know:	5	5
Total:	26	24
Part C Stimulus:	8	8
Response:	15	12
I Don't Know:	6	6
Total:	29	26
Part D Stimulus:	8	7
Response:	14	13
I Don't Know:	9	10
Total:	31	30
Exercise Total:	119	111

Objectives and themes for each part are: Part A - IV-BDE and KHEG, Part B - IV-E and KE, Part C - IV-C and KG, Part D - IV-F and KP.

548.

Which one of the following is a reason the American colonies rebelled against Great Britain?

○ To abolish slavery

○ To obtain more religious freedom

○ To obtain the right to vote for all adults

● To obtain more control over what they might produce or with whom they might trade

○ I don't know.

Exercise #: P405011
Yr.3 Rel: RKH06

NAEP #: 405011-327-23

Objective: IV. HAVE KNOWLEDGE RELEVANT TO THE MAJOR IDEAS AND CONCERNS OF SOCIAL SCIENTISTS
Subobjective: E. Understand some of the major historical developments.

Theme: KNOWLEDGE
Subtheme: History.

Exercise Type: Multiple Choice
Scoring Type: Machine
Administration Mode: Group
Stimulus Type: Paced Tape

Overlap:	13	17
1975-1976 Package-Exercise:	06-01	11-01
1971-1972 Package-Exercise:	05-18	02-08
Timing: (in seconds)		
Stimulus:	18	18
Response:	29	28
I Don't Know:	11	11
Exercise Total:	58	57

The American Declaration of Independence states:

> "We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness--That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed . . ."

Do the following sentences restate ideas expressed in this quotation from the Declaration of Independence?

A. All men have an equal right to freedom.

- ● Yes
- ○ No
- ○ I don't know.

B. All men start life with the same abilities.

- ○ Yes
- ● No
- ○ I don't know.

C. Some rights can never be rightfully taken away.

● Yes
○ No

○ I don't know.

D. Governments get their right to govern from the people.

● Yes
○ No

○ I don't know.

Exercise #: R405012
Yr.3 Rel: RSI20, USI20

NAEP #: 405012-327-23

Objective: IV. HAVE KNOWLEDGE RELEVANT TO THE MAJOR IDEAS AND CONCERNS OF SOCIAL SCIENTISTS
Subobjective: E. Understand some of the major historical developments.
Objective: II. USE ANALYTIC-SCIENTIFIC PROCEDURES EFFECTIVELY
Subobjective: C. Obtain information from appropriate and various sources.

Theme: SKILLS
Subtheme: Interpreting information.
Theme: KNOWLEDGE
Subtheme: History.

Exercise Type: Multiple Choice
Scoring Type: Machine
Administration Mode: Group
Stimulus Type: Paced Tape

Overlap:	13	17
1975-1976 Package-Exercise:	06-22	06-05
1971-1972 Package-Exercise:	04-07	09-02
Timing: (in seconds)		
Introduction:	33	33
Part A Stimulus:	6	6
Response:	13	15
I Don't Know:	9	9
Total:	28	30
Part B Stimulus:	6	6
Response:	12	15
I Don't Know:	5	6
Total:	23	27
Part C Stimulus:	5	5
Response:	12	15
I Don't Know:	5	5
Total:	22	25
Part D Stimulus:	7	6
Response:	14	17
I Don't Know:	9	6
Total:	30	29
Exercise Total:	136	144

The term "Cold War" has been most commonly used to describe which one of the following?

○ Communist China's invasion and conquest of Tibet

○ Hitler's invasion of Russia in the winter of 1941-1942

● Relations between the Soviet Union and the United States after 1945

○ The conflict between the United States and Communist China in Korea

○ I don't know.

Exercise #: R405015
Yr.3 Rel: UKH19

NAEP #: 405015-327-3

Objective: IV. HAVE KNOWLEDGE RELEVANT TO THE MAJOR IDEAS AND CONCERNS OF SOCIAL SCIENTISTS
Subobjective: E. Understand some of the major historical developments.
Subobjective: F. Understand some of the major relationships involving culture, the group, and the self.

Theme: KNOWLEDGE
Subtheme: History.

Exercise Type: Multiple Choice
Scoring Type: Machine
Administration Mode: Group
Stimulus Type: Paced Tape

Overlap: 17
1975-1976 Package-Exercise: 06-15
1971-1972 Package-Exercise: 01-03

Timing: (in seconds)
Stimulus: 26
Response: 30
I Don't Know: 11
Exercise Total: 67

Give ONE reason why it has been difficult for new African nations to achieve national unity?

Exercise #: P405020
Yr.3 Rel: UKG19

NAEP #: 405020-327-3

Objective: IV. HAVE KNOWLEDGE RELEVANT TO THE MAJOR IDEAS AND CONCERNS OF SOCIAL SCIENTISTS
Subobjective: E. Understand some of the major historical developments.

Theme: KNOWLEDGE
Subtheme: Geography.
Subtheme: History.
Subtheme: Political science.

Exercise Type: Open Ended
Scoring Type: Semi-Professional
Administration Mode: Group
Stimulus Type: Paced Tape

Overlap: 17
1975-1976 Package-Exercise: 06-06
1971-1972 Package-Exercise: 08-16

Timing: (in seconds)
Stimulus: 6
Response: 114
Exercise Total: 120

9-405020-327-3

SCORING GUIDE

Categories and sample responses are listed below.

000 = NO RESPONSE

110 = OTHER - RESPONSES THAT ARE ACCEPTABLE BUT DO NOT HAVE AN ESTABLISHED CATEGORY AND ACCEPTABLE RESPONSES THAT ARE TOO VAGUE TO CATEGORIZE

Age 17
Yr. 07 Because there are alot of different groups of people.
There are too many different interests involved for them to get together.
Yr. 03 No samples

111 = TRIBALISM/CULTURAL DIFFERENCES/LANGUAGE DIFFERENCES

Age 17
Yr. 07 Because of the differences of religion.
Because in each African nation there are so many different languages, communication becomes difficult between the tribes and people of that nation.
They have different dialects, customs and religion.
Because the tribes all have their own leaders, beliefs and languages and breaking through those barriers is quite difficult.
They don't have a common language.
Yr. 03 They are most of the time made up of more than one tribe of people and differ tribes most of the time do not get along.
There are many African tribes in Africa and each has its own dialect which makes communication between the people and the government and between the people difficult.
The people have lived in small tribes and have often been at war with other tribes nearby.
They speak different languages.

Categories and sample responses are listed below.

112 = PHYSICAL ISOLATION/GEOGRAPHICAL BARRIERS

Age 17
Yr. 07 Because the population is so spread apart, so that African people are not use to governing themselves in a large form of government.

It is difficult to unite effectively because of the geography such as land conditions: jungle deserts which hinder development of transportation and communication.

The terrain and other natural barriers keep the people from getting together.

Yr. 03 Communication is slow because of the terrain and lack of electrical experience.

The geography-mountains, jungles, deserts etc. make communication and transportation difficult.

Lack of communication within country such as radio, television or newspaper.

113 = EDUCATION

Age 17
Yr. 07 They need education so they can see how to get started and what they should do.

Because African people aren't as educated as other countries. They arent' as equipped to educate.

Because of lack of knowledge and education.

Yr. 03 Because they do not have enough educated people to be leaders.

They don't have the proper educational facilities. If they had more schools and teachers it would benefit greatly.

The main reason why new African nations to achieve national unity is because of the great lacking of education which leads to poverty and discrimination.

114 = POLITICS - GOVERNMENT

Age 17
Yr. 07 Because their country doesn't have a good established govt.

Many times governments are made up of different factions fighting one another.

Because they do not have a stable government which can help work out the problems.

Due to the changing of political leaders and war among themselves.

Because of differences in opinions between the leaders.

Categories and sample responses are listed below.

114 = (CONTINUED)

Yr. 03 Many new nations have unstable governments due to their just receiving freedom.
They usually start out with an insecure political system which can be taken over or overthrown very easily by a strong political power.
They don't know what type of government they should choose to govern their nation or who their leaders should be.
Because they haven't all agreed upon the reason they want to unite and have a common leader.

115 = RACIAL PROBLEMS

Age 17
Yr. 07 Because of racial conflicts there.
Because whites have been dominating factor while majority is black.
Because of racial and tribal differences. Alot of Africa is black but alot is also white.
Friction between white and black population of many countries.
Yr. 03 For there are many white men there and there are many racial problems. The government is unstable and can't cope with the racial disturbances.
One reason why it has been difficult is because of their racial laws. Whites are not to be seen with Negroes, and Negroes should not be seen with whites. With these types of segragations, national unity is hopeless.

116 = ECONOMIC PROBLEMS - TECHNOLOGY, COMMUNICATION, TRANSPORTATION

Age 17
Yr. 07 Because they aren't so technically advanced and need new agricultural methods to feed the hungry. As long as you have unhapiness or hunger in a country it would be un-united.
Not enough transportation or telegraph to connect tribes and towns so communication can be achieved.
They don't have the equipment and transportation we do. They do not have the education we have. They don't get enough food. They don't have the jobs we done.
Yr. 03 Some of the new nations are still quite underdeveloped, and the people live rather old fashioned.
Because they don't the money nor the equipment to do so.

Categories and sample responses are listed below.

117 = FOREIGN INTERVENTIONS OR INCURSIONS, VESTIGES OF COLONIALISM

Age 17
Yr. 07 There are foreign (white) people in their country trying to prevent it in order to help their business interests.
One reason it has been difficult for new African nations to achieve national unity is because of the interference of out nations such as Russia and the US.
Yr. 03 Because the few white persons who live within these countries feel that they should be in complete control of the government. The black natives have revolted against such tyranous acts and thus unity has not been obtained.
There has been conflict between the controlling nations and the ones that want independence. The controlling nations wants to still have a hold on these other nations.

250 = OTHER - VAGUE OR NONSENSICAL RESPONSES AND OTHER UNACCEPTABLE RESPONSES THAT DO NOT HAVE AN ESTABLISHED CATEGORY

Age 17
Yr. 07 Power.
They are not largely populated enough.
Everyone thinks they are not strong enough to do anything about it.
Because the people over don't live the sam way we do and they talk different it would be a Big Confusion.
Because they are from another country.
Military rule instead of government selected by the people.
Because their type of government is different from ours.
Because African people are black and most people think that blacks are lower than other people.
Yr. 03 Because they have been away from Africa so long that they are unaccustom to the climate and so they have to stay in the U.S. and cannot return to be a part of the new nations.
Because some of the Africans consider themselves to be better than others and therefore do not wish to associate with others.
Everyone wants to have his own way.
Because of the slave owners and the countrys ways of living or environment and surrending areas.
Maybe because of the nation or race.
Because they are new and don't know what really will be like.

Categories and sample responses are listed below.

251 = UNIFICATION OF THE CONTINENT OF AFRICA (MISINTERPRETATION OF QUESTION)

Age 17

Yr. 07 Because each separate country in Africa is independent. They each have different governing systems and many different ways of life.

They're just starting out as a continent and it takes time for thing to work out right and act as one nation.

Because the people of the differnt countries want different things and can't get along.

Yr. 03 The whole country of Africa has no one central government.

The African nations can achieve national unity because they are not organized enough as individual nations. Too many of the nations don't agree with each other on policies.

Each country in Africa is like a separate nation.

Because Africa has so many countries that are headed by different forms of government. This would make it difficult since their all in competition with each other.

252 = CULTURAL DEVELOPMENT - VAGUE OR INACCURATE STATEMENTS

Age 17

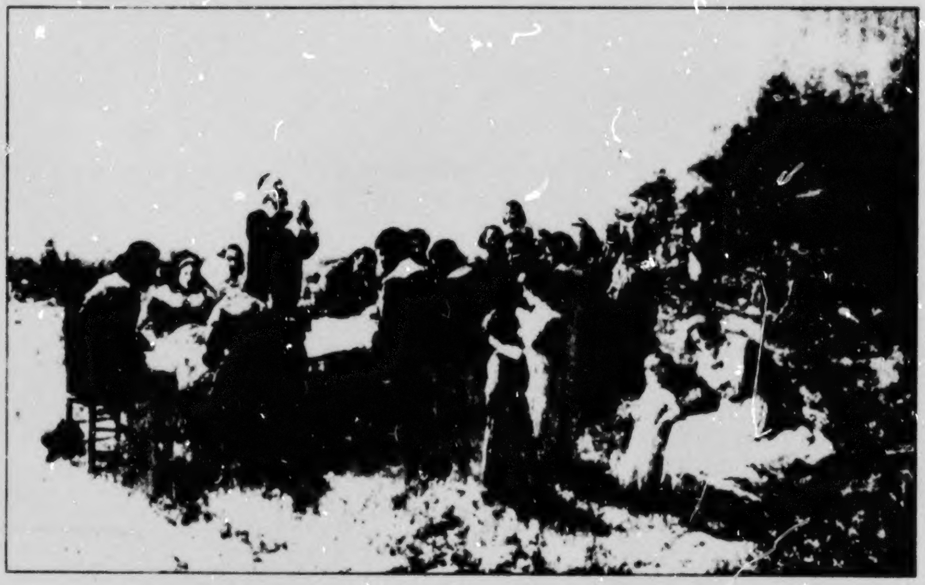
Yr. 07 They are still a relatively uncivilized people as far as technological progress is concerned. So it's very hard for them to establish any sense of unity and prosperity if they are still working on making their own lives better.

Because they are so far behind in modern things and ways. They have been left behind. People just don't think about them because they live so far away and other countries have control over Africa.

Yr. 03 Because they are so far behind in their cultures and don't want fast progress interferring with their way of life. Therefore it makes it hard to unite.

They don't have a very civilized nation. Many of the people live far-out in the jungle and have many old customs.

399 = I DON'T KNOW



Which one of the following holidays are the people in the picture celebrating?

○ Flag Day

○ Columbus Day

● Thanksgiving

○ The Fourth of July

○ I don't know.

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Exercise #: P405021
Yr.3 Rel: UKH02

NAEP #: 405021-327-1

Objective: IV. HAVE KNOWLEDGE RELEVANT TO THE MAJOR IDEAS AND CONCERNS OF SOCIAL SCIENTISTS
Subobjective: E. Understand some of the major historical developments.

Theme: KNOWLEDGE
Subtheme: History.

Exercise Type: Multiple Choice
Scoring Type: Machine
Administration Mode: Group
Stimulus Type: Paced Tape

Overlap: 9
1975-1976 Package-Exercise: 02-16
1971-1972 Package-Exercise: 03-10

Timing: (in seconds)
Stimulus: 11
Response: 37
I Don't Know: 12
Exercise Total: 60

Who was the FIRST President of the United States?

- ○ Dwight D. Eisenhower
- ○ John F. Kennedy
- ○ Abraham Lincoln
- ● George Washington

- ○ I don't know.

Exercise #: R405028
Yr.3 Rel: RKH08

NAEP #: 405028-327-1

Objective: IV. HAVE KNOWLEDGE RELEVANT TO THE MAJOR IDEAS AND CONCERNS OF SOCIAL SCIENTISTS
Subobjective: E. Understand some of the major historical developments.

Theme: KNOWLEDGE
Subtheme: History.

Exercise Type: Multiple Choice
Scoring Type: Machine
Administration Mode: Group
Stimulus Type: Paced Tape

Overlap: 9
1975-1976 Package-Exercise: 02-01
1971-1972 Package-Exercise: 01-08

Timing: (in seconds)
Stimulus: 11
Response: 39
I Don't Know: 11
Exercise Total: 61

566.

What is the name of the international organization established after the Second World War for the maintenance of world peace?

- ● The United Nations
- ○ The League of Nations
- ○ The Commonwealth of Nations
- ○ The International Labor Organization

- ○ I don't know.

Exercise #: R405035
Yr.3 Rel: RKH 17

NAEP #: 405035-327-23

Objective: IV. HAVE KNOWLEDGE RELEVANT TO THE MAJOR IDEAS AND CONCERNS OF SOCIAL SCIENTISTS

Subobjective: E. Understand some of the major historical developments.

Theme: KNOWLEDGE
Subtheme: History.
Subtheme: Political Science

Exercise Type: Multiple Choice
Scoring Type: Machine
Administration Mode: Group
Stimulus Type: Paced Tape

Overlap:	13	17
1975-1976 Package-Exercise:	10-06	06-19
1971-1972 Package-Exercise:	03-18	04-02

Timing: (in seconds)

Stimulus:	16	15
Response:	8	8
I Don't Know:	12	11
Exercise Total:	36	34

The American Revolution was a war to win our independence from which one of the following countries?

○ Canada
● England
○ France
○ Spain

○ I don't know.

Exercise #: R405040
Yr.3 Rel: RKH05

NAEP #: 405040-327-1

Objective: IV. HAVE KNOWLEDGE RELEVANT TO THE MAJOR IDEAS AND CONCERNS OF SOCIAL SCIENTISTS
Subobjective: E. Understand some of the major historical developments.

Theme: KNOWLEDGE
Subtheme: History.

Exercise Type: Multiple Choice
Scoring Type: Machine
Administration Mode: Group
Stimulus Type: Paced Tape

Overlap: 9
1975-1976 Package-Exercise: 02-12
1971-1972 Package-Exercise: 03-20

Timing: (in seconds)
Stimulus: 12
Response: 36
I Don't Know: 11
Exercise Total: 59

What was the MAIN purpose of the Declaration of Independence?

○ To criticize King George III

○ To declare war on Great Britian

○ To abolish the Articles of Confederation

● To declare the colonies free from Great Britain

○ I don't know.

Exercise #: R405041
Yr.3 Rel: PKH07

NAEP #: 405041-327-23

Objective: IV. HAVE KNOWLEDGE RELEVANT TO THE MAJOR IDEAS AND CONCEPTS OF SOCIAL SCIENTISTS
Subobjective: F. Understand some of the major historical developments.

Theme: KNOWLEDGE
Subtheme: History.

Exercise Type:	Multiple Choice
Scoring Type:	Machine
Administration Mode:	Group
Stimulus Type:	Paced Tape

Overlap:	13	17
1975-1976 Package-Exercise:	05-01	05-01
1971-1972 Package-Exercise:	07-12	08-01

Timing: (in seconds)		
Stimulus:	17	14
Response:	32	35
I Don't Know:	11	10
Exercise Total:	60	59

If a citizen of the United States wants to find a statement of his civil rights, in which one of the following should he look?

○ In the Bible
● In the Constitution
○ In the Articles of Confederation
○ In the Declaration of Independence

○ I don't know.

Exercise #: P406006
Yr.3 Rel: RKP09

NAEP #: 406006-327-23

Objective: IV. HAVE KNOWLEDGE RELEVANT TO THE MAJOR IDEAS AND CONCERNS OF SOCIAL SCIENTISTS
Subobjective: F. Understand some of the characteristics of the major systems of government, particularly the political system of the United States.
Objective: II. USE ANALYTIC-SCIENTIFIC PROCEDURES EFFECTIVELY
Subobjective: C. Obtain information from appropriate and various sources.

Theme: KNOWLEDGE
Subtheme: Political science.
Theme: SKILLS
Subtheme: Obtaining information.

Exercise Type: Multiple Choice
Scoring Type: Machine
Administration Mode: Group
Stimulus Type: Paced Tape

Overlap:	13	17
1975-1976 Package-Exercise:	06-06	11-19
1971-1972 Package-Exercise:	07-16	05-06
Timing: (in seconds)		
Stimulus:	15	15
Response:	32	31
I Don't Know:	11	12
Exercise Total:	58	58

In Bill's school, the children are supposed to be quiet when they walk through the halls.

Which one of the following is a good reason for this?

- ○ So that children can't have fun
- ○ So that the halls won't get dirty
- ○ So that the fire alarm won't go off
- ● So that those people who are working won't be disturbed

- ○ I don't know.

Exercise #: R406007
Yr.3 Rel: UKP20

NAEP #: 406007-327-1

Objective: IV. HAVE KNOWLEDGE RELEVANT TO THE MAJOR IDEAS AND CONCEPTS OF SOCIAL SCIENTISTS
Subobjective: F. Understand some of the characteristics of the major systems of government, particularly the political system of the United States.

Theme: KNOWLEDGE
Subtheme: Political science.

Exercise Type: Multiple Choice
Scoring Type: Machine
Administration Mode: Group
Stimulus Type: Paced Tape

Overlap:	9
1975-1976 Package-Exercise:	02-02
1971-1972 Package-Exercise:	04-05

Timing: (in seconds)

Stimulus:	23
Response:	24
I Don't Know:	10
Exercise Total:	57

57B.

In a court, which one of the following has the job of making sure that the trial is fair and run according to the rules?

● The judge
○ The lawyer
○ The jury
○ The person on trial

○ I don't know.

Exercise #: F406010
Yr.3 Rel: FKP02

NAEP #: 406010-327-1

Objective: IV. HAVE KNOWLEDGE RELEVANT TO THE MAJOR IDEAS AND CONCERNS OF SOCIAL SCIENTISTS
Subobjective: F. Understand some of the characteristics of the major systems of government, particularly the political system of the United States.

Theme: KNOWLEDGE
Subtheme: Political science.

Exercise Type: Multiple Choice
Scoring Type: Machine
Administration Mode: Group
Stimulus Type: Paced Tape

Overlap: 9
1975-1976 Package-Exercise: 02-11
1971-1972 Package-Exercise: 02-12

Timing: (in seconds)
Stimulus: 15
Response: 34
I Don't Know: 11
Exercise Total: 60

578.

In the United States which one of the following men is elected to office?

● A United States Senator

○ The United States Secretary of State

○ A United States Supreme Court Justice

○ The United States Ambassador to Great Britain

○ I don't know.

Exercise #: R406011
Yr.3 Rel: RKP16

NAEP #: 406011-327-23

Objective: IV. HAVE KNOWLEDGE RELEVANT TO THE MAJOR IDEAS AND CONCERNS OF SOCIAL SCIENTISTS
Subobjective: F. Understand some of the characteristics of the major systems of government, particularly the political system of the United States.

Theme: KNOWLEDGE
Subtheme: Political science.

Exercise Type: Multiple Choice
Scoring Type: Machine
Administration Mode: Group
Stimulus Type: Paced Tape

Overlap:	13	17
1975-1976 Package-Exercise:	05-15	05-15
1971-1972 Package-Exercise:	07-02	08-12

Timing: (in seconds)		
Stimulus:	17	15
Response:	21	23
I Don't Know:	11	11
Exercise Total:	49	49

580.

Which one of the following must approve an appointment to the United States Supreme Court?

- ● The Senate
- ○ The Department of State
- ○ The Department of Justice
- ○ The governors of the states

- ○ I don't know.

Exercise #: R406015
Yr.3 Rel: UKP15

NAEP #: 406015-327-23

Objective: IV. HAVE KNOWLEDGE RELEVANT TO THE MAJOR IDEAS AND CONCERNS OF SOCIAL SCIENTISTS
Subobjective: F. Understand some of the characteristics of the major systems of government, particularly the political system of the United States.

Theme: KNOWLEDGE
Subtheme: Political science.

Exercise Type: Multiple Choice
Scoring Type: Machine
Administration Mode: Group
Stimulus Type: Paced Tape

Overlap:	13	17
1975-1976 Package-Exercise:	05-07	05-07
1971-1972 Package-Exercise:	03-12	01-07

Timing: (in seconds)		
Stimulus:	12	10
Response:	7	7
I Don't Know:	12	11
Exercise Total:	31	28

The United States Constitution gives which one of the following the power to approve treaties?

● The Senate
○ The Supreme Court
○ The Department of Defense
○ The Department of Justice

○ I don't know.

Exercise #: R406018
Yr.3 Rel: UKP12

NAEP #: 406018-327-23

Objective: IV. HAVE KNOWLEDGE RELEVANT TO THE MAJOR IDEAS AND CONCERNS OF SOCIAL SCIENTISTS
Subobjective: F. Understand some of the characteristics of the major systems of government, particularly the political system of the United States.

Theme: KNOWLEDGE
Subtheme: Political science.

Exercise Type: Multiple Choice
Scoring Type: Machine
Administration Mode: Group
Stimulus Type: Paced Tape

Overlap:	13	17
1975-1976 Package-Exercise:	05-22	05-22
1971-1972 Package-Exercise:	05-03	09-11

Timing: (in seconds)		
Stimulus:	11	10
Response:	38	32
I Don't Know:	11	11
Exercise Total:	60	53

SB4.

Which one of the following has the power to declare an act of Congress unconstitutional?

○ The Congress

○ The President

● The United States Supreme Court

○ The United States Department of Justice

○ I don't know.

Exercise #: R406019
Yr.3 Rel: PKP13

NAEP #: 406019-327-23

Objective: IV. HAVE KNOWLEDGE RELEVANT TO THE MAJOR IDEAS AND CONCERNS OF SOCIAL SCIENTISTS
Subobjective: F. Understand some of the characteristics of the major systems of government, particularly the political system of the United States.

Theme: KNOWLEDGE
Subtheme: Political science.

Exercise Type: Multiple Choice
Scoring Type: Machine
Administration Mode: Group
Stimulus Type: Paced Tape

Overlap:	13	17
1975-1976 Package-Exercise:	06-14	11-14
1971-1972 Package-Exercise:	02-18	06-10

Timing: (in seconds)		
Stimulus:	13	12
Response:	24	24
I Don't Know:	11	10
Exercise Total:	48	46

586.

Which one of the following government departments is MOST concerned with foreign affairs?

● Department of State
○ Department of Commerce
○ Department of Agriculture
○ Department of the Treasury

○ I don't know.

Exercise #: P406021
Yr.3 Rel: UKP06

NAEP #: 406021-327-23

Objective: IV. HAVE KNOWLEDGE RELEVANT TO THE MAJOR IDEAS AND CONCERNS OF SOCIAL SCIENTISTS
Subobjective: F. Understand some of the characteristics of the major systems of government, particularly the political system of the United States.

Theme: KNOWLEDGE
Subtheme: Political science.

Exercise Type: Multiple Choice
Scoring Type: Machine
Administration Mode: Group
Stimulus Type: Paced Tape

Overlap:	13	17
1975-1976 Package-Exercise:	05-04	05-04
1971-1972 Package-Exercise:	02-08	07-06

Timing: (in seconds)		
Stimulus:	13	11
Response:	26	25
I Don't Know:	12	11
Exercise Total:	51	47

Which one of the following rights is provided for each citizen in the United States Constitution?

○ The right to have a good job
○ The right to go to college when he is old enough
● The right to go to any church he wants to attend
○ The right to have enough money to buy a nice house

○ I don't know.

Exercise #:	P406023
Yr.3 Pel:	UKP10
NAEP #:	406023-327-2
Objective:	IV. HAVE KNOWLEDGE RELEVANT TO THE MAJOR IDEAS AND CONCERNS OF SOCIAL SCIENTISTS
Subobjective:	F. Understand some of the characteristics of the major systems of government, particularly the political system of the United States.
Theme:	KNOWLEDGE
Subtheme:	Political science.

Exercise Type:	Multiple Choice
Scoring Type:	Machine
Administration Mode:	Group
Stimulus Type:	Paced Tape

Overlap:	13
1975-1976 Package-Exercise:	06-23
1971-1972 Package-Exercise:	06-06

Timing: (in seconds)

Stimulus:	18
Response:	11
I Don't Know:	11
Exercise Total:	40

To declare a law unconstitutional, the Supreme Court must decide by which one of the following?

- ● Simple majority
- ○ Two-thirds majority
- ○ Three-fourths majority
- ○ Unanimous decision

- ○ I don't know.

Exercise #: P406026
Yr.3 Rel: UKP14

NAEP #: 406026-327-3

Objective: IV. HAVE KNOWLEDGE RELEVANT TO THE MAJOR IDEAS AND CONCERNS OF SOCIAL SCIENTISTS
Subobjective: F. Understand some of the characteristics of the major systems of government, particularly the political system of the United States.

Theme: KNOWLEDGE
Subtheme: Political science.

Exercise Type: Multiple Choice
Scoring Type: Machine
Administration Mode: Group
Stimulus Type: Paced Tape

Overlap: 17
1975-1976 Package-Exercise: 06-11
1971-1972 Package-Exercise: 04-08

Timing: (in seconds)
Stimulus: 13
Response: 6
I Don't Know: 11
Exercise Total: 30

Should citizens who are younger than the legal voting age have the right to write letters to elected government officials or to publicly express their views on political issues?

● Yes

○ No

○ Undecided

Exercise #: R501009
Yr.3 Rel: PAR02

NAEP #: 501009-327-23

Objective:	V. HAVE A REASONED COMMITMENT TO THE VALUES THAT SUSTAIN A FREE SOCIETY
Subobjective:	A. Believe in the fundamental worth of the individual and can justify their belief.
Subobjective:	B. Believe in the freedoms of the First Amendment and can justify their belief.

Theme:	ATTITUDES
Subtheme:	Constitutional rights.
Subtheme:	Belief in the worth of the individual.

Exercise Type:	Multiple Choice
Scoring Type:	Machine
Administration Mode:	Group
Stimulus Type:	Paced Tape

Overlap:	13	17
1975-1976 Package-Exercise:	10-25	11-26
1971-1972 Package-Exercise:	03-20	05-18

Timing: (in seconds)		
Stimulus:	15	14
Response:	17	15
Exercise Total:	32	29

5ф4

Adults who are arrested or detained have certain legal rights, such as having a lawyer to represent them.

Do you think teen-agers who are arrested or detained should have the same rights as adults?

● Yes

○ No

○ Undecided

Exercise #: P501010
Yr.3 Rel: UAB19

NAEP #: 501010-327-3

Objective: V. HAVE A REASONED COMMITMENT TO THE VALUES THAT SUSTAIN A FREE SOCIETY
Subobjective: A. Believe in the fundamental worth of the individual and can justify their belief.
Subobjective: C. Believe in the rule of law and can justify their belief.

Theme: ATTITUDES
Subtheme: Belief in the worth of the individual.
Subtheme: Constitutional rights.

Exercise Type: Multiple Choice
Scoring Type: Machine
Administration Mode: Group
Stimulus Type: Paced Tape

Overlap: 17
1975-1976 Package-Exercise: 11-10
1971-1972 Package-Exercise: 07-02

Timing: (in seconds)
Stimulus: 16
Response: 31
Exercise Total: 47

Should a newspaper or magazine be allowed to publish something that criticizes an elected government official?

● Yes

○ No

○ Undecided

Exercise #: P502010
Yr.3 Rel: PAR08

NAEP #: 502010-327-23

Objective: V. HAVE A REASONED COMMITMENT TO THE VALUES THAT SUSTAIN A FREE SOCIETY
Subobjective: B. Believe in the freedoms of the First Amendment and can justify their belief.

Theme: ATTITUDES
Subtheme: Constitutional rights.

Exercise Type: Multiple Choice
Scoring Type: Machine
Administration Mode: Group
Stimulus Type: Paced Tape

Overlap:	13	17
1975-1976 Package-Exercise:	10-13	06-17
1971-1972 Package-Exercise:	02-21	08-17
Timing: (in seconds)		
Stimulus:	10	10
Response:	17	16
Exercise Total:	27	26

598

Should a person who believes there is no God be allowed to express his views publicly?

● Yes

○ No

○ Undecided

Exercise #: P502011
Yr.3 Rel: UAR06

NAEP #: 502011-327-23

Objective: V. HAVE A REASONED COMMITMENT TO THE VALUES THAT SUSTAIN A FREE SOCIETY
Subobjective: B. Believe in the freedoms of the First Amendment and can justify their belief.

Theme: ATTITUDES
Subtheme: Constitutional rights.

Exercise Type: Multiple Choice
Scoring Type: Machine
Administration Mode: Group
Stimulus Type: Paced Tape

Overlap:	13	17
1975-1976 Package-Exercise:	05-21	05-21
1971-1972 Package-Exercise:	05-08	02-16

Timing: (in seconds)		
Stimulus:	10	9
Response:	12	11
Exercise Total:	22	20

Should a person who does not believe in God be allowed to hold a public office?

● Yes
○ No

○ Undecided

Exercise #: R502012
Yr.3 Rel: RAR07

NAEP #: 502012-327-23

Objective: V. HAVE A REASONED COMMITMENT TO THE VALUES THAT SUSTAIN A FREE SOCIETY
Subobjective: B. Believe in the freedoms of the First Amendment and can justify their belief.
Subobjective: A. Believe in the fundamental worth of the individual and can justify their belief.
Subobjective: D. Believe in open opportunity for advancement and can justify their belief.

Theme: ATTITUDES
Subtheme: Constitutional rights.

Exercise Type: Multiple Choice
Scoring Type: Machine
Administration Mode: Group
Stimulus Type: Paced Tape

Overlap:	13	17
1975-1976 Package-Exercise:	10-08	11-27
1971-1972 Package-Exercise:	01-17	06-14

Timing: (in seconds)		
Stimulus:	9	8
Response:	11	12
Exercise Total:	20	20

542.

A. Some authors have written books arguing that democracy is a bad form of government. Do you think libraries in our country should be allowed to have these books for everyone to read?

● Yes

○ No

○ Undecided

B. Please give a reason for your answer.

Exercise #: R502017
Yr.3 Rel: UAR10

NAEP #: 502017-327-3

Objective: V. HAVE A REASONED COMMITMENT TO THE VALUES THAT SUSTAIN A FREE SOCIETY
Subobjective: B. Believe in the freedoms of the First Amendment and can justify their belief.

Theme: ATTITUDES
Subtheme: Constitutional rights.

Exercise Type: Open Ended
Scoring Type: Semi-Professional
Administration Mode: Group
Stimulus Type: Paced Tape

Overlap: 17
1975-1976 Package-Exercise: 06-14
1971-1972 Package-Exercise: 11-12

Timing: (in seconds)
Part A Stimulus: 15
Response: 6
Total: 21
Part B Stimulus: 3
Response: 92
Total: 95
Exercise Total: 116

9-502017-327-3
PART B

SCORING GUIDE: PART B

Categories and sample responses are listed below.

00 = NO RESPONSE

10 = OTHER ACCEPTABLE RESPONSES

Age 17
Yr. 07 Democratic means a free country and if they band the books it wouldn't be democratic. It would be communist.
Why shouldn't the people know.
Because that in itself is democracy you can't claim democracy and practice the opposite.
Because if you ban these books you are destroying what the essence of democracy stands for. If democracy is to survive by shunting others aside, it will be the cause for its own demise.
Yr. 03 Because that is part of democracy.
They may be interesting to some people.

11 = FREEDOM OF CHOICE; FREE COUNTRY; SHOULD BE ABLE TO READ WHAT YOU WANT

Age 17
Yr. 07 People have a right to read what they want.
Because each person should have the right to decide what books to read and whether that book is completely true or not.
We are free to read what we choose. If this was done our government would not be democratic.
I feel that everyone should be able to read anything that person wants to read.
The public should be able to make up their own minds by weighing all the facts.
Yr. 03 We should be able to read whatever we want. Just because we read it doesn't mean we'll believe it. We just want to see the different views.
You should be able to read what other people think and know their opinions.
For one thing it's suppose to be a free country and I feel that people should be able to see both sides, study the facts and make their choice.
People should know whats going on and they should know whats bad and good about democracy.
Because everyone should have their own beliefs and they should have books to draw their beliefs from.

Categories and sample responses are listed below.

12 = FREEDOM OF SPEECH; FREEDOM OF THE PRESS; (NO PRECEDENCE FOR THIS CATEGORY)

Age 17
Yr. 07 We have freedom of expression of thoughts.
Because the Bill of Rights gives freedom of Press and Speach and they shouldn't make acceptions for any reasons.
I think everyone should have their own opinion of the form of government.
Yr. 03 I think it's freedom of the press and if they believe that way they should express how they feel.
Because freedom of speech and press would allow people to publish their ideas.
Because of freedom of speech and press.
The people have a right to their own opinion

13 = LEGITIMATE CONDITIONAL

Age 17
Yr. 07 No samples
Yr. 03 Right now it is a democracy and everyone should be able to read them as long as it doesn't violate laws.

20 = VAGUE, NONSENSICAL, AND OTHER UNACCEPTABLE RESPONSES

Age 17
Yr. 07 A person should be allowed to voice his opinion and let it be heard but to younger minds it could confuse them and cause trouble later on in life.
So everybody knows how the deomcracy party runs the government.
Yr. 03 I guess they won't hurt you to read them.
Not that wrong - unless they take it that way.
No, not for everyone. Maybe some people don't want to read the same books that others want to read.

21 = CONDITIONS UNDER WHICH LIBRARIES SHOULD NOT HAVE THE BOOKS

Age 17
Yr. 07 No samples
Yr. 03 No samples

9-502017-327-3
PART B

Categories and sample responses are listed below.

22 = MAY ENDANGER THE COUNTRY--FEARS A THREAT TO OUR COUNTRY'S SURVIVAL AS A DEMOCRATIC-CAPITALISTIC FORM OF GOVERNMENT

Age 17
Yr. 07 It might change somebody's mind. If it changed too many it could change our government.
You are giving people ideas of overthrowing the government.
Yr. 03 They might turn U.S. communist.
That destroys our form of government, makes people want to get a group and start rioting against it by bringing violence to the cities.

23 = SHOULD NOT BE ALLOWED TO READ BOOKS AGAINST OUR GOVERNMENT

Age 17
Yr. 07 No samples
Yr. 03 Because this is our country here and we have the best thing. Love it or leave it.
While we have deomcracy I don't think it is a good idea to put up its bad points to the public.

24 = MIGHT OR WILL INFLUENCE OTHERS (PRECEDENCE OVER CATEGORY 21)

Age 17
Yr. 07 No samples
Yr. 03 They would influence other people.
It would be giving them bad ideas.
Might impress some people and they would think against democracy.
Cause people would get the wrong idea about the government.

25 = CENSORSHIP CREATES A REBELLIOUS ATMOSPHERE; PEOPLE WILL READ IT ANYWAY

Age 17
Yr. 07 No samples
Yr. 03 Books are published to read. They can't stop anyone from reading a book.
If they didn't have them, then the people would ask "Why we couldn't read them, it is that bad" - then people would start sneaking ways to read them.

39 = I DON'T KNOW

A. During the time when the western United States was being settled, a person accused of a crime was sometimes punished immediately by those who accused him. Do you think this was the right way to deal with him?

○ Yes
● No

○ Undecided

B. Please give a reason for any answer you selected.

Exercise #: R503012
Yr.3 Rel: UAB18

NAEP #: 503012-327-23

Objective: V. HAVE A REASONED COMMITMENT TO THE VALUES THAT SUSTAIN A FREE SOCIETY
Subobjective: C. Believe in the rule of law and can justify their belief.

Theme: ATTITUDES
Subtheme: Constitutional rights.
Subtheme: Belief in the worth of the individual.

Exercise Type: Open Ended
Scoring Type: Semi-Professional
Administration Mode: Group
Stimulus Type: Paced Tape

Overlap:	13	17
1975-1976 Package-Exercise:	06-20	11-13
1971-1972 Package-Exercise:	07-22	05-19

Timing: (in seconds)		
Part A Stimulus:	18	18
Response:	15	16
Total:	33	34
Part B Stimulus:	4	3
Response:	78	80
Total:	82	83
Exercise Total:	115	117

SCORING GUIDE: PART B

Categories and sample responses are listed below.

00 = NO RESPONSE

10 = OTHER ACCEPTABLE RESPONSES

Ages 13 & 17
Yr. 07 No because he may have had a reason for what he did, like self defense.
No because it is unfarer.
No because I think you should let the law handle that kinda stuff.
No people act on certain situations from emotions.
No the person who accused him may be extremely mad at the time and punish him much more harshly than he may truly mean to.
No because nobody has the right to take the law into their own hands.
No if he was punished by those who accused him they give him no justice because they see only the part of the crime they want to see.
Yr. 03 Because they should have let the law take care of the person who committed the crime.
No, because the people took the law into their own hands. They should have brought him to the law.
He might be killed for just something he stole that might be worthless.
The person or persons who accused him might not have a good opinion of him in the first place. If the person who accused him did not like him the accused would not be treated fairly.

11 = TRIAL BY JUDGE OR JURY TO ESTABLISH INNOCENCE OR GUILT

Ages 13 & 17
Yr. 07 No He should have had a trial. A man is innocent until proven guilty.
He might not be guilty, they should have trialed him.
No he should have been able to have a trial.
No they should give him a fair trial. Those who accused him might be lying just to get him punished.
No everyone should have a right to be tried in a court.
No I feel everyone has the right to a fair trial.
No I think they should be able to have a trial and tell their story first.
No they should have to go to court to decide the outcome.

Categories and sample responses are listed below.

11 = (CONTINUED)

Yr. 03 The person who committed the crime should be trailed then a jury and judge should decide what action should be taken.
Because the man should be given a fair trial by jury.
I think he should have a trial.
Every person should be given the chance of a fair trial. You may be accusing an innocent person.
I think that all people have the right to have a trial. As it says in the Bill of Rights. Right to trial by jury. Right of Habius Corpus. All people know matter what the crime was or is, he still has the right to have a trial.

12 = INNOCENT UNTIL PROVEN GUILTY; MUST DETERMINE IF HE IS GUILTY, EVIDENCE IS ESSENTIAL

Ages 13 & 17
Yr. 07 No the person should be questioned, and proved guilty, before punishment.
No a persen is not guilty until proven wrong.
Well I think they should have found out why he or she did it or did they do it at all.
No because how can that person be sure that he is guilty. Does he have any proof at all?
No I believe as our government now believes, a person is innocent, until proven guilty.
No the person was only accused he was not proved guilty.
No because they just could accuse him without having any proof or letting him speak.
Yr. 03 It should be proved that he did commit a crime.
I don't think so because when they accuse them they should have made certain that the person was guilty. Because if they didn't they would have punished an innocent person.
No, because a man or woman should be found guilty before punished.
What if the accuser had no evidence?

Categories and sample responses are listed below.

13 = SHOULD HAVE THE CHANCE TO DEFEND HIMSELF: RECEIVE ASSISTANCE FROM A LEGAL REPRESENTATIVE

Ages 13 & 17

Yr 07 No I think that some people should of taken a vote or at least have that person tell his side of the story.

No it doesn't give the accused time to prove he is innocent (if he is) it isn't fair for the accused.

No because the person deserves the right to have his side of the story.

No because a person accused of a crime has the right to defend himself, and have a lawyer to prove that he is innocent.

No because I think before you punish a person you should here both sides.

No because he wasn't given a chance to prove himself innocent.

No usually the person accused didn't have a fair chance to prove he was innocent which he might have been.

Yr. 03 He ought to have a chance to defend his self.

No, because they should give him time to tell what happen.

A person should not be punished without given a chose to speak for himself and have the right to prove himself not quilty.

14 = MIGHT BE WRONGLY PUNISHED: MAY BE INNOCENT

Ages 13 & 17

Yr. 07 No because he might have got framed and the real crook got away.

No I do not think that this was right because the accused person might not have committed the crime.

No because the people who accused him could be lying because they don't like that particular person. They should listen to both sides of the problem.

No people shouldn't take law into their own hands. People could end up being killed for something they didn't do.

No he could have been innocent.

No many people will not consider the facts and the person accused might be innocent and injured by a crowd.

No the person might be a victim of circumstancial evidence.

No he may be innocent.

Categories and sample responses are listed below.

14 = (CONTINUED)

Yr. 03 No, because there was not always enough evidence to go by and usually people were killed unjustly.

Because if they accused them of it, it might not be true. That person that accused him of it might not like him and get him in trouble.

Because the person who accused him could be wrong.

Because he mite not of did it and the accuser could have done it himself and make it look like the other guy.

20 = VAGUE, NONSENSICAL, AND OTHER UNACCEPTABLE RESPONSES

Ages 13 & 17

Yr. 07 Yes like if you kill someone and the judge sentence you to death you should die.

Undecided It is a matter of how bad the crime was.

Yes for instance he might have cheated in a poker game and that would be money out of your pocket. So I think you should hang them (like they did).

No I don't think that you should treat him real harsh, but teach him a lesson.

No because in the Bible it said all men shall be treated equal.

U Because in those days people could walk around with a gun and it would be hard to say not in less you were there.

U In some case it might have been just to kill the person. But in other cases it might not have been just.

No I would kept my mouth closed.

U I am undecided because in some cases it might be good and in others it might be bad.

No because I think so.

Yr. 03 I would have to no what he did and how it was before I could say yes or no.

Because if they caught him doing something why wait to punish him.

If a person is accused of a crime he should be punished.

Now they let a guy go on trial spend a lot of time in jail then plead insane and stay in jail for the rest of his life and they rise taxes so we can support him.

It is not to good to do it.

The person who is blamed for something is usually the one who did it.

Categories and sample responses are listed below.

21 = SYMPATHETIC TO CONDITIONS OF EARLY WEST; AS A DETERRENT TO OTHER CRIMES

Ages 13 & 17

Yr. 07 I'm undecided because if it was just getting settled and they didn't have a shriffe then I guess it was okay. But then they say today you shouldn't take law and order in your own hands.

Yes because they didn't have many if any courts out there and they were usually fighting for their life.

Yes because if they don't punish him then he could do it again or run away fast from there and then they'll never catch him again.

If you had to keep him until a judge came along it may be two long and the case would be dropped and the criminal set free.

Yes less people were murdered who are innocent victims of criminals who were put on the street by lean't judges.

Yes organization was a big factor when the west was being formed.

Yes when a person did something wrong he was punished bad, and they never did anything again. Today the punishments are so weak that it doesn't teach the person a lesson.

Yr. 03 Yes, When the U.S. was being started the people did not have much stuff.

I think it was wrong, but what else could be done?

I think yes because if they should leave the man roming, the man might come at more crime.

I think the statement above is true because they didn't want any more crime or because the man was taking the town over.

39 = I DON'T KNOW

61|4

A. Suppose you see a stranger slashing the tires of a car. Would you report and describe that person to the police?

● Yes

○ No

○ Undecided

B. Please give a reason for your answer.

Exercise #: F503015
Yr.3 Rel: UAB21

NAEP #: 503015-327-3

Objective: V. HAVE A REASONED COMMITMENT TO THE VALUES THAT SUSTAIN A FREE SOCIETY
Subobjective: C. Believe in the rule of law and can justify their belief.
Subobjective: E. Are willing to act for the general interest.

Theme: ATTITUDES
Subtheme: Belief in the worth of the individual.

Exercise Type: Open Ended
Scoring Type: Semi-Professional
Administration Mode: Group
Stimulus Type: Paced Tape

Overlap: 17
1975-1976 Package-Exercise: 06-10
1971-1972 Package-Exercise: 11-02

Timing: (in seconds)
Part A Stimulus: 12
Response: 6
Total: 18
Part B Stimulus: 3
Response: 91
Total: 94
Exercise Total: 112

SCORING GUIDE: PART B

Categories and sample responses are listed below.

00 = NO RESPONSE

10 = OTHER ACCEPTABLE RESPONSES

Age 17
Yr. 07 Because he had no right to do it unless it was his car.
Because he is wrong.
If justice is to be done the police must have help.
Yr. 03 That person should be punished for what he's done.
Because he's doing wrong.

11 = IT'S A CRIME

Age 17
Yr. 07 He might be a wanted criminal by society.
Because what he is doing is wrong according to our laws and morals so the law must be enforced otherwise everything would be caos and no justice or privacy would be present.
They are commiting a crime and should be punished But now a days, they would probably never get charged with anything.
Yr. 03 Because he's breaking a federal offense.
It is wrong - it is against the law. The person doing this has nothing to gain.
Definitely. Going against the laws. Breaking laws and stopped immediately before it's too late.
It's illegal to slash someone's tires and should be off the streets--prevent crime.

12 = TO PREVENT FURTHER CRIME

Age 17
Yr. 07 So they'll get him off the streets.
If I don't he might get my tires next.
Because if a person do a thing once he'll do it again and maybe next time it might be my tires.
Yr. 03 So they wouldn't do it again.
If anyone does something like that they'll do it again. Might as well get caught first time--they wouldn't like it done to their cars.
If you don't say anything, he will keep on doing it and he might do it to your car.

Categories and sample responses are listed below.

13 = SHOWS CONCERN FOR PROPERTY

Age 17

Yr. 07 No one should tear up property that doesn't belong to them.

Because it takes a good amount of money to buy tires.

If they were my tires I would hope that someone would report.

If it was my car I would want someone to report it. So I feel I should also. Mostly because destroy other peoples things I feel is wrong.

Yr. 03 Because if my tires were slashed I know how I'd feel, so I wouldn't want this to happen to anyone else.

If someone was doing it to my car and someone else saw it, I'd want them to report it.

He is hurting other's property.

Because he's destroying other people's property and its wrong and he should be punished for it. I think if it was the person's car who was being wrecked, he'd do the same. I feel that if anyone sees anything even a little thing like that, he should report it because he is a witness.

14 = CITIZEN'S DUTY

Age 17

Yr. 07 Because I'm a loyal citizen.

It is my duty as a citizen to discourage such selfish acts and to protect other citizens rights.

It is my duty as a citizen of the US to help the public or anyone person in trouble or in need in any way possible.

Because it is totally wrong, and to stop crime all people must get involved.

Yr. 03 Because it would be a situation that I feel should have something done about. There would be no alternative action.

I feel it's my duty to report them because if it was my tires I would want someone to report it.

Categories and sample responses are listed below.

15 = NO, BUT GIVES ACCEPTABLE ALTERNATIVE

Age 17
Yr. 07 No samples
Yr. 03 I would tell my parents and the owner of the car, but probably not the police.

20 = OTHER UNACCEPTABLE RESPONSES

Age 17
Yr. 07 No I think that tire slashing is a minor crime which will never be prevented untill other sources of crime have been halted.
I might not be near a phone at the time, and by the time I was, it would bee too late.
Yes because what they are diong is wrong but no because now days telling on people can get you in trouble.
First of all I would feel guilty if I did not report. Secondly, I would want the stranger to solve his problems.
Yr. 03 I wouldn't know what to do or how to go about it.
Because if you do the same thing that someone else is doing, then see someone else do it, then report it, its completely irrelevant.
Well, he might have took something or getting in the car or something like that.
I wouldn't know if he'd done it before.
They ought to know better than to do that.

21 = CONDITIONAL RESPONSES

Age 17
Yr. 07 I would want someone to do the same if he slashing tires on my car, unless they were old and the insurance covered them.
It depends on whether I see him good and if I was near a phone or a police station.
Depends on the person who owns the car. I might like him or hate him.
It depends on if I knew him, what color he was and what color the person who owned the car was.

Categories and sample responses are listed below.

21 = (CONTINUED)
Yr. 03 It would depend on a lot of things; whose car it was, if I just happened to feel like it, if someone asked me I would.
No, because well, if it was a friend of mine I would, but I don't want to get in a hassle with anyone person or the police.
There's no reason for someone to do anything like that. If there were a point--fine.
It would depend a lot on my mood; if it was a young person I probably wouldn't. An older person, I might.
Depending on how far I was from the police station.

22 = MIGHT ENDANGER ME

Age 17
Yr. 07 No if the stranger saw you, he could come back and slash you up instead of the tires.
I wouldn't want to get beat up by the person later.
Because the person may find out who told the police and have some of their friends mug you on the street or in the park.
Yr. 03 Because if I tell on him he will come at me.
He might come slashing on me.
Maybe he'd try to get me.

23 = ONLY A PRANK; IT IS JUST NOT WRONG

Age 17
Yr. 07 No samples
Yr. 03 I don't think that he is doing anything wrong.

24 = NONE OF MY CONCERN--DON'T WANT TO GET INVOLVED

Age 17
Yr. 07 Because one thing it not my business to tell.
Yr. 03 I don't have no reason to report it.
He hasn't done anything to me.
Just don't want to get involved. Would report if it were my car.
I would just forget what I saw.
I don't want to.

39 = I DON'T KNOW

Suppose you and your friend are on your way to school. Your friend trips and hurts his knee. He says it hurts too much to walk on it. If you help him you will be late to school. What should you do?

(If respondent answers "Nothing" OR no response is given in 10 seconds, go to next exercise.

If respondent says "I would help him" or otherwise indicates his willingness to help, but does not stipulate type of help ask, "How would you help him?"

Stop if no response is given in 10 seconds.)

Exercise #: F505007
Yr.3 Rel: UAB06

NAEP #: 505007-327-1

Objective: V. HAVE A REASONED COMMITMENT TO THE VALUES THAT SUSTAIN A FREE SOCIETY
Subobjective: F. Are willing to act for the general interest.

Theme: ATTITUDES
Subtheme: Belief in the worth of the individual.

Exercise Type: Open Ended
Scoring Type: Semi-Professional
Administration Mode: Individual
Stimulus Type: No Paced Tape

Overlap: 9
1975-1976 Package-Exercise: 05-27
1971-1972 Package-Exercise: 07-09

Timing: (in seconds)
Stimulus: *
Response: *
Exercise Total: *

*No paced tape was used for this individually administered exercise.

9-505007-327-1

SCORING GUIDE

Categories and sample responses are listed below.

00 = NO RESPONSE

10 = OTHER ACCEPTABLE RESPONSES

Age 9
Yr. 07 Run and get somebody.
Help him. I'd get somebody to pick him up and carry him.
Tell the bus driver and ask him to help.
Help him to a doctor.
I would tell him to stay calm and then run to get a patrol boy to help him.
Get on side where knee hurt and he'll put his arm over my shoulder and he'll hop and I'll hold him.
Yr. 03 Run to a phone call an ambulance - go back home tell my mother to write me a note to be late for school.
Bring him to the doctor.
Go ahead and help him and worry about being late to school later. I'd help him walk and tell him to hop but not on the leg that was hurt.
I should help him by picking him up and/or holding him up, tell the teacher why we are late.
Get a big stick and let him walk on the side of it.
Take him to a doctor and then to his parents. If they are away, I would take him to a friend's house.
Maybe go get somebody to help him. I'll get one of my friends. We can tell the teacher why we were late.

11 = SEEK HELP FROM SCHOOL (GO HIMSELF OR TAKE FRIEND)

Age 9
Yr. 07 I would help him on to school. Explain what had happened and I probably would not get in trouble.
Tell the teacher I had to help my friend get to school because he hurt his leg.
Helping him - If we were near school I'd go get a teacher - if we weren't I'd help him walk.
I'd go as fast as I could to school and get someone to help him to fix his knee.

Categories and sample responses are listed below.

11 = (CONTINUED)

Yr. 03 I'd be late for school. If the school was nearer than my home, I'd get a teacher to help us. I'd get some wet paper towels and wipe him on his knee and we would take him to school or home and notify his mother.

Go to (run) school - get the teacher to help get him to school and to the nurse.

Leave him there and go get the principal and take the principal where he is.

I should go and get my teacher and come back and help get him to the doctor. I wouldn't go to school because of my friend being real sick.

Help him to school to people that will help his knee.

Run to school and get help. Take him to the hospital and stay with him.

12 = SEEK HELP FROM HIS OR FRIEND'S HOME

Age 9

Yr. 07 I'd help him. I'd help him walk home and my mother could take him to the doctor. Then I could go to school and get a tardy slip.

Run back home and tell his mother.

Help him - get him to your house or his house whichever is closest.

Should help him. I'd help him up and try to get him back to his house.

I'd go back to her Mom's house and tell her to come up and help her.

Yr. 03 I should take him home and tell his mother that he fall and break his knee and that she should call the doctor and then I go back home.

I should help him back to his house. Then I would come to school in a hurry. Make sure somebody was with him at home.

Call his parents or go to the office and get someone to help him.

Carry him back to his house.

Categories and sample responses are listed below.

13 = SEEK HELP FROM NEAREST HOUSE OR NEAREST DESIGNATED "HELPING HAND" HOUSE

Age 9

Yr. 07 Go to the nearest house and call the parents.

I would help him, going to the nearest house and getting help for him.

I'd help him over to a house and then call his mother to come.

Call somebody go to a near house and use phone. I'd call the school for help.

I would leave him on the grass and go get a neighbor to bandage it up for him.

Yr. 03 Go to the nearest house for some help.

If there is a BP (block parent) in the window you could tell them or you could use their phone to tell their mom and dad to come and pick him up.

Go to somebody's house call his mom or my mom and ask them to come down and help.

Tell him to go to the nearest house so someone could bandage his knee so he wouldn't be late for school. Then he wouldn't be late for school or have to go home. I would walk on to school.

14 = STAY WITH HIM

Age 9

Yr. 07 I should stay there until somebody came. I would tell them I needed help because my friend fell and hurt his leg.

Stay with him until someone comes by to help.

Yr. 03 No samples

15 = PERSONAL ASSISTANCE - FIRST AID

Age 9

Yr. 07 I'd help him. How = if on a Tuesday I'd take my Cub Scout neckerchief and put on his knee and find a crutch of some kind and help him walk.

Help him. I would put something on it so he wouldn't bleed so much.

First I'd get him up and help walk, if it's cut I'd put a piece of cloth around his leg to stop the blood.

I'd help him. In scouts they teach you First aid.

Categories and sample responses are listed below.

15 = (CONTINUED)

Yr. 03 I wouldn't mind being late for school. I would try to help him. If I had a scarf, I would try to get the blood off his leg and get some help.
If I'm late for school, I'll have an excuse and if I leave him lying there it might get infected. If he wasn't too bad I would help him by helping him walk, and if I had a handkerchief or something I would tie it around his knee.
I would rip off a cloth if I had it and wrap it around so it wouldn't hurt so much.

16 = DOES NOT KNOW SPECIFIC ACTION TO TAKE, BUT WOULD HELP HIM

Age 9
Yr. 07 Help him anyway. If you just left him there he might bleed to death.
I'd be late for school and help him.
Help him.
Yr. 03 I would help him any way and forget about school. You couldn't just leave him.
I would say I think a hurt knee is important, well, not more important but I mean that life is more than school. Friends are made to help other friends.
I'd still help him whether I'd be late to school or not, because helping him is more important than being late to school.

20 = VAGUE, NONSENSICAL, AND OTHER UNACCEPTABLE RESPONSES

Age 9
Yr. 07 Come to school late or don't go to school.
Tell the teacher what happened.
Tell the teacher why I'm late.
Leave him there by himself.
Yr. 03 Go to school and let him go back.
Keep walking. Don't help him.
I won't help him because I don't want to be late for school.
I'd go to school even though your friend is hurt.

39 = I DON'T KNOW

Do you think that teenage students should help decide what courses will be offered in their school system?

● Yes

○ No

○ Undecided

Exercise #: P506013
Yr.3 Rel: RAB02

NAEP #: 506013-327-23

Objective: V. HAVE A REASONED COMMITMENT TO THE VALUES THAT SUSTAIN A FREE SOCIETY
Subobjective: F. Are willing to participate in decision making relevant to their lives.
Subobjective: E. Are willing to act for the general interest.

Theme: ATTITUDES
Subtheme: Belief in the worth of the individual.

Exercise Type: Multiple Choice
Scoring Type: Machine
Administration Mode: Group
Stimulus Type: Paced Tape

Overlap:	13	17
1975-1976 Package-Exercise:	10-10	06-21
1971-1972 Package-Exercise:	05-21	02-18

Timing: (in seconds)		
Stimulus:	10	9
Response:	16	16
Exercise Total:	26	25

In school would you be willing to help decide the following things?

A. Would you be willing to help decide the games your class plays at recess?

● Yes
○ No

○ I don't know.

B. Would you be willing to help decide what your social studies report should be about?

● Yes
○ No

○ I don't know.

C. Would you be willing to help decide where your class should go on a field trip?

● Yes
○ No

○ I don't know.

D. Would you be willing to help decide which children you should work with to do a project?

● Yes
○ No

○ I don't know.

E. Would you be willing to help decide whether you need some extra help in a subject?

● Yes
○ No

○ I don't know.

Exercise #: P506017
Yr.3 Rel: RAB01, UAB01

NAEP #: 506017-327-1

Objective: V. HAVE A REASONED COMMITMENT TC THE VALUES THAT SUSTAIN A FREE SOCIETY
Subobjective: F. Are willing to participate in decision making relevant to their lives.

Theme: ATTITUDES
Subtheme: Belief in the worth of the individual.

Exercise Type: Multiple Choice
Scoring Type: Machine
Administration Mode: Group
Stimulus Type: Paced Tape

Overlap: 9
1975-1976 Package-Exercise: 02-10
1971-1972 Package-Exercise: 01-22

Timing: (in seconds)

Introduction:		5
Part A	Stimulus:	8
	Response:	17
	I Don't Know:	9
	Total:	34
Part B	Stimulus:	9
	Response:	16
	I Don't Know:	5
	Total:	30
Part C	Stimulus:	9
	Response:	16
	I Don't Know:	5
	Total:	30
Part D	Stimulus:	8
	Response:	17
	I Don't Know:	5
	Total:	30
Part E	Stimulus:	9
	Response:	16
	I Don't Know:	8
	Total:	33
Exercise Total:		162